Safeguarding and Child Protection Policy and Procedures

This policy should be reviewed annually and as required by legislation.		
Action	**Reviewer**	**Date**
Review	EG/MZ	September 2023
Approved by Chair of COM	DD	September 2023
Date for next internal review		July 2024

Safeguarding and Child Protection Policy and Procedures
The Children's House

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Key school contacts

Headteacher **Designated Safeguarding Lead (DSL) with lead responsibility for filtering and monitoring/prevent lead)** **Contact details of the senior leadership team** Ellie Grunewald	Email: elliegrunewald@childrenshouseschool.co.uk Telephone number (term time): 0207 249 6273. Mobile number: 07961 451 226
Deputy Headteacher **Deputy Designated Safeguarding Lead (DDSL)** **Looked after children officer.** Taiba Hussain (Nursery)	Email: taibahussain@childrenshouseschool.co.uk Telephone (term time): 020 7249 6273. Mobile number: 07759398972
Designated safeguarding lead (DSL) and safeguarding coordinator/ safeguarding lead practitioner early years foundation stage Mihaela Zama (Nursery)	Email: mihaelazama@childrenshouseschool.co.uk Telephone (term time): 020 7354 2113. Mobile number: 07913789921
Governing body (com) nominated safeguarding lead. Sarah Pitcher	Email: sarahpitcher@childrenshouseschool.Co.Uk Mobile number: 07949 018573
Senior mental health lead &deputy designated safeguarding lead (DDSL), SENCO Laura Powney	Email: laurapowney@childrenshouseschool.Co.Uk Telephone number:02072496273
Online safety, digital learning, and technical support lead David Fonseca	Email: davidfonseca@childrenshouseschool.Co.Uk Telephone number (term time): 0207 354 2113 (option 1)

Link governor for online safety. Adam Zivanic	Email: adamzivanic@childrenshouseschool.Co.Uk

Key external contacts

Designated officer(s) of the local authority- allegations against staff`	Name: Timur Djavit 68 Halliford Street, Islington London N1 3RH Telephone number: 020 7527 8101/8102. Email:lado@islington.Gov.Uk
Islington children's social care department[1]	Telephone number: Monday - Friday 9:00am - 5:00pm: 020 7527 7400 Email:csct@islington.Gov.Uk and csctreferrals@islington.Gov.Uk Out of hours emergency (after 5:00pm and weekends:020 7226 0992
Principal officer safeguarding in education	Name: Michelle Virdi or Anastasia Soola Georgia (interim POSE) Telephone: 0207 527 5595 or 020 727 5845 Email: michelle.Virdi@islington.Gov.Uk or anastasia.Georgiou@islington.Gov.Uk or Pupilservices@islington.Gov.Uk Alternative pupil services number 020 7527 3747
Islington safeguarding children partnership	68 Halliford Street, Islington London N1 3RH Telephone number: 020 7527 4209/ 4234. Email:maria.Gilby@islington.Gov.Uk
Islington early years safeguarding leads	Name: Gwen Fitzpatrick and Amanda Joy Telephone: 0207 527 5629 (Gwen Fitzpatrick) or 020 7527 3154 (Amanda Joy). Email: gwen.Fitzpatrick@islington.Gov.Uk or amanda.Joy@islington.Gov.Uk
Head of the virtual school	Name: Matthew Blood Telephone: 0207 527 3993 02075273992 Email: or matthew.Blood@islington.Gov.Uk

[1]If you think a child or young person is at risk or being abused or neglected, contact the children's social care team at their local council. If you do not know where they live, contact your local council's team, the NSPCC, or the Police for advice.

FGM reporting - non-emergency police contact number	101
Islington police child abuse investigation team	Name: Anthony Mckeown, detective inspector alternative contact: detective sergeant Steve Meeke telephone number:02087336495 or 02087336500 or 02087334286
Prevent partners and advice about extremism	**Channel police practitioner.** Name: Lee Dunmore telephone number: N/a email:so15mailbox-.Localopsnorthwestteam1@met.Police.Uk **Prevent Officer** **Email:** beverley.Thomas@islington.Gov.Uk Prevent@islington.Gov.Uk **Telephone number: 0207 527 8052.** **Channel local authority chair.** Name: Johnathon Gallagher telephone number: 0207 527 8833 email:johnathon.Gallagher@islington.Gov.Uk **Non-emergency DFE advice** 020 7340 7264 counter-extremism@education.Gsi.Gov.Uk
Islington women's aid (solace)	Telephone: 0808 802 5565
Domestic abuse national helpline	Telephone: 0808 200247
Operation encompass (domestic abuse)	Helpline: 0204 513 9990
Forced marriage unit	Telephone: 020 7008 0151
Karma nirvana honour network helpline	Telephone: 0800 5999 247
UK safer internet centre	0344 381 4772 Helpline@saferinternet.Org.Uk
NSPCC whistleblowing helpline	WEston House 42 Curtain Road

	London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.Org.Uk Https://www.Nspcc.Org.Uk/what-is-child-abuse/types-of-abuse/
Childline	Telephone: 0800 1111 Website: http://www.Childline.Org.Uk
Parentline plus:	Telephone: 0808 800 2222 Website: www.Parentlineplus.Org.Uk
Reporting serious wrongdoing to the charity commission	For further guidance see: https://www.Gov.Uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer Whistleblowing@charitycommission.Gsi.Gov.Uk

1 Aims

1.1 This is the Safeguarding and Child Protection Policy And Procedures Of The Children's House And The Children's House Nursery (**school**).

1.2 The aims of this policy are as follows:

1.2.1 To actively promote the well-being of pupils[2];

1.2.2 To safeguard and promote the welfare of children[3], staff and others who come into contact with the school and to protect them from harm.

1.2.3 To have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and / or exploitation.

[2]This wording reflects the requirements in part 8 paragraph 34 of the ISSR. Well-being means well-being within the meaning of section 10(2) of the Children Act 2004(a): the physical and mental health and emotional well-being; protection from harm and neglect; education training and recreation; contribution made by pupils to society; social and economic well-being.
[3]This wording reflects the requirements in part 3 paragraph 7 of ISSR.

1.2.4 To raise awareness about how to report concerns and how they will be investigated whether they are current or historic in nature.

1.2.5 To raise staff awareness about the school's safeguarding expectations.

1.2.6 To ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role.

1.2.7 To ensure consistent good safeguarding practice throughout the school, to include the promotion of a zero-tolerance approach to child-on-child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it; and

1.2.8 To promote a whole school culture of safety, equality, and protection.

1.3 Every pupil should feel safe and protected from any form of abuse and neglect.

1.4 All staff should understand the indicators of abuse and neglect and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the school community are set out in Appendix 1.

1.5 Members of the school community (to include alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively, and appropriate action taken.

1.6 Anyone about whom a concern is raised should feel confident that they will be supported, and the matter will be handled sensitively, and that appropriate action will be taken.

1.7 This policy forms part of the school's whole school approach to promoting child safeguarding and wellbeing, which seeks to ensure that the best interests of pupils underpin and is at the heart of all decisions, systems, processes, and policies.

2 Scope and application

2.1 This policy applies to the whole school including the early years foundation stage (**EYFS**).

2.2 This policy applies at all times including where pupils or staff are away from the school, whether they are on school- arranged activities or otherwise, and whether or not the school is open. It will therefore apply out of school hours and in the holidays.

2.3 This policy applies to core school activities and to out of hours activities.

2.4 This policy is designed to address:

2.4.0 The specific statutory obligations on the school to safeguard and promote the welfare of children; and

2.4.1 The school's charity law safeguarding duty to:

(a) Provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers.

(b) Set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly.

(c) Have adequate safeguarding policies, procedures, and measures to protect people; and

(d) Provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority, and charity commission.

3 Regulatory framework

3.1 This policy has been prepared to meet the school's responsibilities under the following legislation:

3.1.0 Education (independent school standards) regulations 2014.

3.1.1 Statutory framework for the early years foundation stage (DFE, December 2023).

3.1.2 Education and skills act 2008.

3.1.3 Children act 1989.

3.1.4 Children act 2004.

3.1.5 Childcare act 2006.

3.1.6 Safeguarding vulnerable groups act 2006.

3.1.7 Children and social work act 2017.

3.1.8 Data protection act 2018 and UK general data protection regulation (**UK GDPR**).

3.1.9 Equality act 2010; human rights act1998; and

3.1.10 Charities act 2011.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Statutory guidance:

(a) Keeping children safe in education (DFE, September 2023) (**KCSIE**).

(b) Working together to safeguard children 2023 (HM government, December 2023) (**WTSC**).

(c) Disqualification under the childcare act 2006 (DFE, august 2018).

(d) Prevent duty guidance for England and Wales (HM government, September 2023).

(e) Multi-agency statutory guidance on female genital mutilation (HM government, July 2020).

(f) Children missing education (DFE, September 2016).

(g) Relationships education, relationships and sex education and health education guidance (DFE, June 2019, last updated September 2021)

(h) Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM government, February 2021).

(i) The right to choose: government guidance on forced marriage - GOV.UK (www.Gov.Uk)

3.2.2 Non-statutory advice:

(a) What to do if you're worried a child is being abused: advice for practitioners (HM government, March 2015).

(b) Information sharing: advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM government, July 2018).

(c) Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020)

(d) Searching, screening and confiscation: advice for schools (DFE., July 2022).

(e) Teaching online safety in schools (DFE, June 2019, updated January 2023).

(f) Harmful online challenges and online hoaxes (DFE, February 2021).

(g) Child sexual exploitation: definition and a guide for practitioners' local leaders and decision makers working to protect children from child sexual exploitation (DFE, February 2017).

(h) Safeguarding children and protecting professionals in early years settings: online safety considerations (UK council for internet safety, February 2019).

(i) Rise above: links to lesson plans and materials(public health England); and

(j) Educate against hate (HM government 2018).

(k) County lines and child exploitation toolkit for professionals

(l) Supporting practice in tackling child sexual abuse - CSA centre

(m) Behaviour in schools September 2022 advice for headteachers and staff (DFE, September 2022)

(N) working together to improve school attendance (GOV, may 2022)

(O) meeting digital and technology standards in schools and colleges (GOV, march 2022, updated march 2023)

3.2.3 Charities advice:

(a) Strategy for dealing with safeguarding issues in charities (charity commission, December 2017).

(b) Regulatory alert to charities - safeguarding (charity commission, December 2017).

(c) How to report a serious incident in your charity (charity commission, June 2019).

(d) Reporting a serious incident in your charity when it involves a partner (charity commission, December 2019).

(e) Report serious wrongdoing at a charity as a worker or volunteer (charity commission, June 2019).

(f) Guidance on handling safeguarding allegations in a charity (office for civil society, January 2019).

3.2.4 London safeguarding children partnership procedureshttp://www.Londoncp.Co.Uk/; and

3.2.5 Islington safeguarding children partnership referral / threshold procedures / guidance.

3.3 The following school policies, procedures and resource materials are relevant to this policy:

3.3.1 Staff code of conduct.

3.3.2 Whistleblowing policy.

3.3.3 Recruitment, selection, and vetting policy.

3.3.4 Online safety policy.

3.3.5 Camera and image policy.

3.3.6 Good behaviour policy.

3.3.7 Behaviour management policy.

3.3.8 Anti-bullying policy.

3.3.9 Acceptable use policy for pupils and staff.

3.3.10 Risk assessment policy (includes school security).

3.3.11 Emergency response plan.

3.3.12 Missing child policy.

3.3.13 Low level concerns policy

3.3.14 Mental health & wellbeing policy

3.3.15 Children missing from education policy.

3.3.16 Uncollected children policy.

3.3.17 SEN policy.

3.3.18 Equality and diversity policy.

3.3.19 Disability and accessibility policy.

3.3.20 Health and safety policy.

3.3.21 PSHE and RSE policy; and

3.3.22 School medicine policy.

4 Publication and availability

4.1 This policy is published on the school website as well as on the parent portal.

4.2 This policy is available in hard copy on request.

4.3 A copy of the policy is available for inspection from the school office during the school day.

4.4 This policy can be made available in large print or another accessible format if required.

4.5 This policy and all policies referred to in it are also available to staff on the school's intranet and SharePoint.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **proprietor** are references to the council of management.

5.1.2 References to **working days** mean Monday to Friday when the school is open during term time. The dates of terms are published on the school's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working.

5.1.3 **Safeguarding** is the protection of people from harm.

5.1.4 **Safeguarding and promoting the welfare of children** is defined in WTSC and KCSIE as:

Protecting children from maltreatment, whether that is within or outside the home, including online.

(a) Preventing impairment of children's mental and physical health or development.

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all children to have the best outcomes.

(b) Providing help and support to meet the needs of children as soon as problems emerge and

(c) Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible.

5.1.5 **CSC** means children's social care and includes, depending on the context, the team based in the local authority where the school is located and, where appropriate, the team based in the local authority where the child is resident.

5.1.6 **DSL** means the school's designated safeguarding lead. References to the DSL include the deputy DSL (**DDSL**) where the DSL is unavailable.

5.1.7 **Designated officer** means designated officer at the local authority (often referred to as the LADO). The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

5.1.8 References to **harmful sexual behaviour** in this policy refer to the due's definition: sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person, or adult.

5.1.9 Reference to **staff** includes all those who work for or on behalf of the school, regardless of their employment status, including contractors, supply staff, volunteers and governors unless otherwise indicated.

5.1.10 **Senior leadership team** (**SLT**) comprises of the headteacher (DSL), deputy headteacher (DDSL), assistant headteacher (DSL) and the SENCO.

6 Responsibility statement and allocation of tasks: the school's approach to safeguarding leadership

6.1 The proprietor has overall responsibility for all matters which are the subject of this policy, including:

6.1.1 Legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the secretary of state.

6.1.2 Strategic leadership responsibility for the school's safeguarding arrangements; and

6.1.3 Specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in part 2 of KCSIE.

6.2 The proprietor:

6.2.1 Appoints a board level lead on safeguarding matters (**nominated safeguarding lead**), whose contact details are set out in the school contacts list at the front of this policy.

6.2.2 Ensures that appropriate arrangements are in place for the whole board to discharge their function, including appropriate consideration of safeguarding matters at board meetings and a holistic annual review of safeguarding; and

6.2.3 Establishes appropriate delegation arrangements at school level, led by the headteacher and DSL, to enable the school to discharge its safeguarding duties effectively.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Mihaela Zama	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Ellie Grunewald, Mihaela Zama and Taiba Hussain	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the school's processes under the policy	Ellie Grunewald, Mihaela Zama and Taiba Hussain	As required, and at least annually
Formal annual review of the school's safeguarding policies and procedures and their implementation.	Proprietor	At least annually
Assessing the adequacy of safeguarding arrangements for those who use or hire premises	Ellie Grunewald/Taiba Hussain	Before commencement of arrangement and thereafter at least annually

6.4 **Headteacher**

6.4.1 The headteacher is responsible for the overall management of the school and for the management of concerns and allegations about staff.

6.4.2 The headteacher ensures that the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood, and followed by all staff.

6.4.3 The headteacher ensures that staff are able to attend conferences, strategy discussions and child protection conferences and other inter-agency meetings if necessary and to contribute fully to the assessment of children including writing reports for conferences on the multi-agency conference report template and sending to s&qa@islington.Gov.Uk at least three days before the meeting.

6.5 **Designated safeguarding lead (DSL)**

6.5.1 The DSL is a senior member of staff of the school's leadership team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) throughout the school.

6.5.2 The DSL has the time, funding, training, resources, and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the school contacts list at the front of this policy. The main responsibilities of the DSL are set out in annex C of KCSIE.

6.5.3 The DSL will liaise with the school's senior mental health lead where safeguarding issues are linked to mental health.

6.5.4 If the DSL is unavailable the activities of the DSL will be carried out by the deputy DSL. The deputy DSL's details are also set out in the school contacts list at the front of this policy.

6.5.5 For more guidance, see below, paragraph 21.6.9.

7 Specific safeguarding duties in relation to children

7.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.

7.2 The school is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The school requires everyone who comes into contact with children and their families to share this commitment.

7.2.1 The school will:

(a) Understand its role in the safeguarding partner arrangements and operates safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the Islington safeguarding children partnership set out in https://www.Islingtonscp.Org.Uk/about-us the key details of which are contained in **Error! Reference source not found.**;

(b) Be alert to signs of abuse whether in school, within the child's family or from outside, and take steps to protect individuals from any form of abuse, or neglect whether from an adult or another child.

(c) Include opportunities within the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

(d) Promote the systems in place for children to confidentially report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback.

(e) Deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and / or welfare plans.

(f) Design and operate procedures which, so far as possible, ensure that staff pupils and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations.

(g) Prepare staff to identify children who may benefit from early help and encourage them to be particularly alert to the potential need for early help for children with the indicators listed in KCSIE or WTSC.

(h) Be alert to children who are at potentially greater risk of harm including children who need a social worker and children requiring mental health support. The mental health lead is responsible for developing a holistic approach to promoting and supporting the mental wellbeing of pupils and staff.

(i) Be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and where additional barriers can exist when detecting abuse or neglect.

(j) Encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the school to protect them.

(k) Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.

(l) Assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area.

(m) Identify pupils who may be susceptible to radicalisation and know what to do when they are identified; and

(n) Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the school or in the local area. See **Error! Reference source not found.** - local arrangements for more details.

7.3 Staff may follow the school's whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the school or potential failures by the school or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the school's local authority or to the charity commission if they consider that the school has failed to deal with concerns appropriately.

8 Reporting obligations of staff

8.1 Reporting obligations generally

8.1.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

8.1.2 All staff have a duty to:

(a) Report any concerns they may have about the safety and / or well-being of pupils.

(b) Report any concerns they may have about the safety and / or well-being of other persons associated with the school.

(c) Report any safeguarding concerns about staff or anyone else associated with the school; and

(d) Follow up on any such reports to ensure that appropriate action is or has been taken.

8.1.3 The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to speak to the DSL, any member of the SLT senior leadership team or directly to children's social care (whether the school's local authority or that local to the child's home address) or police in their absence for guidance.

8.2 What to do if staff have a concern about a pupil's welfare

8.2.1 If staff have **any concern about a pupil's welfare**, they should report their concern to the DSL (or the DDSL in the DSL's absence) **immediately**.

(a) The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy.

(b) See paragraph 23 below 0 for guidance about what to do when receiving a disclosure and recording a concern.

8.2.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the children act 1989.

8.2.3 Teachers must report known cases of female genital mutilation (**FGM**) to the police. See https://www.Islingtonscp.Org.Uk/professionals/key-practice-guidance/harmful-practicesfor further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

8.2.4 If the concern involves an **allegation or concern raised about a member of staff**, supply staff, contractors or volunteers this must be reported in accordance with the procedures set out in 0and parts 1 and 4 of KCSIE.

8.2.5 **What if the DSL is unavailable?**

(a) The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of school hours.

(b) If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.

(c) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 11 below for further details on making a referral.

(d) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT, as soon as is practically possible.

8.3 **Action by the DSL**

8.3.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate local safeguarding partners procedures and referral threshold document. Such action may include:

(a) Managing any support for the pupil internally via the school's own pastoral support processes, seeking advice from children's social care where required (see 9 below).

(b) Undertaking an early help assessment (which generally requires parental consent) (see 10 below); or

(c) Making a referral for statutory services (see 11 below).

8.3.2 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.

8.3.3 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

9 Managing support for pupils internally

9.1 The school has a framework for assessing, managing and reviewing risk (our risk assessment policy) which includes consideration to pupil welfare so that appropriate action can be taken to reduce the risks identified. See also section **Error! Unknown switch argument.**

9.2 The school will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary. The school is aware of the NCPP when to call the police: guidance for schools and colleges.

9.3 The school is also aware of and will follow the Islington safeguarding children partnership procedures in relation to children who are at risk of harm as a result of their own behaviour: https://www.Islingtonscb.Org.Uk/key-practice-guidance/pages/education-and-safeguarding-education.Aspx

10 Early help

10.1 Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's life to parents, children or whole families, and is generally supported by CSC in consultation with the family.

10.2 The school understands that providing early help is more effective in promoting the welfare of children than reacting later.

10.3 The school's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

10.3.1 Is disabled or has certain health conditions and has specific additional needs.

10.3.2 Has special educational needs (whether or not they have a statutory education, health and care plan).

10.3.3 Has a mental health need.

10.3.4 Is a young carer (the school will refer to family action islingtonandcamdenyoungcarersreferrals@family-action.Org.Uk if it is suspected a

child has caring responsibilities. Further information and advice can be obtained by contacting: 020 7226 6933).

10.3.5 Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

10.3.6 Is frequently missing / goes missing from care or from home.

10.3.7 Is at risk of modern slavery, trafficking sexual or criminal exploitation.

10.3.8 Is at risk of being radicalised or exploited.

10.3.9 Has a family member in prison or is affected by parental offending.

10.3.10 Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.

10.3.11 Is misusing drugs or alcohol themselves.

10.3.12 Is looked after or has returned home to their family from care.

10.3.13 Is at risk of 'honour' based abuse such as female genital mutilation or forced marriage.

10.3.14 Is a privately fostered child; and

10.3.15 Is persistently absent from education including persistent absences for part of the school day.

10.4 A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL (see paragraph 23 below and 0 for further guidance).

10.5 The DSL will consider the appropriate action to take in accordance with the child's safeguarding children partners menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate. This may involve contacting the early help assessment support team (telephone: 020 7527 4343) to check whether an assessment has been completed in which case the DSL will contact the lead professional and update the assessment.

10.6 If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases, school staff may be required to take a lead role.

10.7 **Team around the child (TAC):** after gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a TAC to assess the child's needs and decide with the child/family a course of action to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child, young person or family.

10.8

10.9 TAC supports particular elements of good professional practice in joined-up working, information sharing and early intervention. The TAC is a model of service delivery that involves:

10.9.1 A joined-up assessment.

10.9.2 A lead professional (LP) to coordinate the work.

10.9.3 The child/young person and family at the centre of the process

10.9.4 A virtual or flexible multi-agency team that will change as needs change.

10.9.5 Coordination at the point of delivery

10.9.6 A TAC support plan to meet the needs of the child/young person.

10.9.7 Regular meetings to which the child/young person and families are invited to attend.

10.10 The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse or does not appear to be improving.

11 Making a referral

11.1 **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.**

11.2 "Harm" is the "ill treatment or impairment of the health or development of a child."[4] Seeing or hearing the ill-treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

11.3 The contact details for the school's CSC team are set out at the front of this policy. Staff should bear in mind that referrals may be required to the school's CSC team and /or the pupil's CSC team.

11.4 Anyone can make contact with CSC to discuss concerns before a referral is made. This includes professional as well as a child themselves, family members and members of the public. The child's local safeguarding partnership will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC.

11.5 **Statutory assessments**

11.5.1 Children's social care may undertake a statutory assessment under the *children act 1989* into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

(a) **Children in need**: *A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and*

[4] Section 31 Children Act 1989

development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the children act 1989.

(b) **Children suffering or likely to suffer significant harm**: local authorities have a duty to make enquiries under section 47 of the children act 1989 if they have reasonable cause to suspect that *a child is suffering, or is likely to suffer, significant harm*.

11.6 Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 22 of KCSIE and the flowcharts set out in chapter 1 of WTSC for information about the likely actions and decisions required.

11.7 Parental consent is not required for referrals to statutory agencies, but staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

11.7.1 Personal details of the child including the child's developmental needs.

11.7.2 Detailed information about the concern.

11.7.3 Information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

11.8 If the referral is made by telephone, this should be followed up in writing.

11.9 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

11.10 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again (the referral will be followed up in writing by the DSL within 24 hours to csctreferrals@islington.Gov.Uk).

11.11 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves, in accordance with the procedures set out in **Error! Reference source not found.**.

12 Allegations against pupils - child on child / child on child abuse

12.1 allegations against pupils should be reported in accordance with the procedures set out in This policy in 0. if harmful sexual behaviour is alleged to have occurred, the DSL will have regard to part 5 of KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative. Staff should explain to children that the law is in place to protect

them rather than criminalise them. This should be done with tact to avoid alarming or distressing them.

12.2 all those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

13 Extra-familial harm

13.1 Safeguarding incidents and / or behaviours can be associated with factors outside the school and / or can occur between children outside the school.

13.2 All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare, and should record these appropriately.

13.3 Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

13.4 Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

14 Risk assessment.

14.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

14.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

14.3 The headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

14.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

15 What to do if staff have a safeguarding concern about someone else's welfare

15.1 Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

15.2 In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

16 Allegations made and or / concerns raised about staff and others in school.

16.1 The school has procedures for dealing with allegations made and/or concerns raised about staff or anyone working in the school, including supply teachers, volunteers and contractors.[5]

16.2 The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low level concerns that do not meet the harms threshold. The procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, unfounded, false, or unsubstantiated allegations. These procedures are set out in 0 and follow the guidance in parts 1 and 4 of KCSIE.

16.3 The school will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

16.4 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the school in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the school. This guidance is contained in the employee code of conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

16.5 **Organisations or individuals using school premises.**

As with all safeguarding allegations, the school should follow the safeguarding policies.

And procedures, including informing the local authority designated officer (LADO).

17 Informing parents

17.1 Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the headteacher, the designated officer(s), children's social care, the police and / or the pupil before discussing details with parents.

17.2 In all cases, the DSL will be guided by the Islington safeguarding children partnerships referral threshold document.

17.3 See also 0 for details about the disclosure of information where an allegation has been made against a member of staff.

18 Additional reporting

18.1 In addition to the reporting requirements explained above, the school will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

18.1.1 **Health and safety executive**

[5] This also now refers to low-level concerns to reflect content in KCSIE 2023

(a) The school is legally required under RIDDOR to report certain incidents to the health and safety executive. Please see the school's health and safety policy for further details about this.

18.1.2 **Charity commission**

(a) The school is a registered charity and will report all serious incidents to the charity commission promptly in accordance with the guidance how to report a serious incident in your charity (charity commission, June 2019).

18.1.3 **Disclosure and barring service** (**DBS**)

(a) A referral to the DBS will be made promptly if the criteria are met. See 0, 0 - 0 for further details.

18.1.4 **Teaching regulation agency** (**TRA**)

(a) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed or would have been dismissed if he / she had not resigned. See 0, 0for more details.

18.1.5 **Ofsted**

(a) The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision registered with Ofsted (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations. See 0, 7for more details.

18.1.6 **Insurers**

(a) The school will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies. However, insurers are no part of the safeguarding process.

(b) Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the insurance act 2015. If the school is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

19 Safer recruitment and supervision of staff

19.1 The school is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the school's separate recruitment, selection and vetting policy. The school will inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

19.2 The school maintains a single central register of appointments for all staff.

19.3 Staff connected to the school's early years and later years provisions are under an ongoing duty to inform the school if their circumstances changed which would mean they meet any of the criteria for disqualification under the childcare act 2006. Staff should refer to the school's recruitment, selection and vetting policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the school.

19.4 The school's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the school's separate risk assessment policy.

19.5 As part of ongoing vigilance, the school should create the right culture, so staff feel comfortable discussing safeguarding matters that happen in and outside of school (including online).

20 Use of mobile technology (including in the EYFS)

20.1 The school's policy on the use of mobile technology, including phones, cameras and other electronic devices with imaging and sharing capabilities, in the school, is as follows:

20.1.1 The school's acceptable use policy sets out the expectations on pupils from nursery to year 4. In all settings, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.

20.1.2 All staff (including staff in the EYFS setting) should use mobile devices and cameras in accordance with the guidance set out in the staff code of conduct and mobile phone and electronic devices policy.

20.1.3 Parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

20.1.4 **Use of mobile phones and other electronic devices with imaging and sharing capabilities in early years and key stage 1and 2**

20.1.4.1 this guidance refers to all electronic devices able to take pictures, record videos, send or receive calls and messages (including cameras, mobile telephones, tablets, smart watches and call/message enabled fit bits).

20.1.4.2 personally owned mobile phones cannot be used when in the presence of children on school premises.

20.1.4.3 staff may only use their mobile phones in their break times in adult only locations on site where children are not present.

20.1.4.4 staff must not take video footage or photographs of pupils except for the children’s house school purposes.

20.1.4.5 school’s iPad only should be used to document children’s achievements and progress.

20.2 The school allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.

20.3 The school's approach to online safety is set out in the school's online safety policy and acceptable use policy for pupils and staff.

21 Training

21.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles[6].

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The school maintains written records of all staff training.

21.4 All training will be carried out in accordance with the Islington safeguarding children partnership procedures where possible.

21.5 **Induction**

21.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):

(a) This policy.

(b) The role, identity and contact details of the DSL and his / her deputy.

(c) The good behaviour policy and behaviour management policy for pupils.

(d) The anti-bullying policy, which includes details of the school's policy on cyber bullying and prejudice-based and discriminatory bullying.

(e) The staff code of conduct including the [whistleblowing policy / acceptable use policy / staff /pupil relationships, low level concerns policy / staff social media policy].

(f) The safeguarding response to children who go missing from education.

(g) The school's approach to online safety.

(h) Safeguarding training in accordance with Islington safeguarding partners' procedures including guidance on managing a report of peer-on-peer harmful sexual behaviour.

(i) Where determined appropriate by the proprietor, a copy of annex A of KCSIE for those staff not working directly with children; or

[6]To reflect good practice the school may wish to check that its policies and procedures include reference to training provided to its staff to ensure that they have a basic understanding of safeguarding, including the identity of the School's DSL

(j) A copy of part 1 and, where appropriate, annex B of KCSIE for school leaders and those who work directly with children; and

(k) Appropriate prevent duty training.

21.6 **Safeguarding training**

21.6.1 Staff not working directly with children will receive a copy of this policy and, where determined appropriate by the proprietor, annex A of KCSIE and will be required to confirm that they have read and understand these.

21.6.2 School leaders and all staff working directly with children will receive a copy of this policy and part 1 and where appropriate, annex B of KCSIE, and will be required to confirm that they have read and understand these.

21.6.3 Members of the SLT (including the headteacher) and the nominated safeguarding lead will receive a copy of this policy and be expected to read all of KCSIE. All other governors should read part 1 and 2 of KCSIE.

21.6.4 The headteacher and all staff members will undertake appropriate safeguarding training which will be updated at least annually and following consultation with the Islington safeguarding partners[7]. In addition, all staff members will receive informal safeguarding and child protection updates including online safety via email, ebulletins (including Islington's safeguarding children in education monthly newsletters and weekly blogs) and staff meetings on a regular basis and at least annually.

21.6.5 Staff development training will also include training on online safety including the expectations, applicable roles and responsibilities in relation to filtering and monitoring, searching pupils for prohibited and banned items, and prevent duty training assessed as appropriate for them by the school.

21.6.6 Additionally, the school will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child on child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudiced-based and discriminatory bullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

21.6.7 All governors receive safeguarding training on induction. The nominated safeguarding leads and council of management chair will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities (including online safety and understanding the filtering and monitoring systems and processes in place). As part of that training the nominated safeguarding leads and

Islington Safeguarding Children Partnership (ISCP) is a multi-agency body responsible for ensuring that agencies work well together to safeguard and protect children and young people from harm and improve their welfare and well-being.
The three safeguarding partners and representatives for leading Islington's arrangements are: Islington Council, Central North (CN) Basic Command Unit- The Metropolitan Police Service and Islington Clinical Commissioning Group.

chair will be expected to read the entirety of KCSIE. All other council members will be expected to read part 1 and 2 of KCSIE.

21.6.8 The school has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings and professional development reviews within supervision meetings. This includes information on how staff can report concerns occurring out of hours /out of term time.

21.6.9 **Designated safeguarding lead** (**DSL**)

(a) The DSL should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

(b) The DSL Ellie Grunewald or Mihaela Zama(nursery) and deputy DSL Taiba Hussain and Laura Powney will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and prevent awareness training and will be updated at least every two years.

(c) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see annex C of KCSIE.

(d) Prevent duty training will be consistent with the government's prevent training for schools. See educate against hate (HM government, 2018) for further details.

(e) The governing body and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. Any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated. For further details about the DSL's role and responsibilities see annex C of KCSIE.

21.6.10 **Teaching pupils about safeguarding**

(a) The school teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

(b) The school recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

(c) Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE policy and RSE policy together with PSHE education appropriate to their age and stage of development. It will tackle issues such as: healthy and respectful relationships, what respectful behaviour looks like, consent, gender roles, stereotyping, equality, body confidence and self-esteem, prejudiced behaviour, that sexual violence and sexual harassment is always wrong, and addressing cultures of sexual harassment.

(d) Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.

(e) The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities so that pupils learn how to keep themselves safe on-line and when accessing remote learning e.g. Through the school's platform *seesaw*. The school has appropriate filters and monitoring systems in place -using the filtering and monitoring standards as guidance (see the online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning. The level of filtering and monitoring that happens in school should "block harmful and inappropriate content without unreasonably impacting teaching and learning" (paragraph 142 of KCSIE).

22 Monitoring and review

22.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly and at least annually, working with the proprietor as necessary and seeking contributions from staff. The DSL will update the senior management team regularly on the operation of the school's safeguarding arrangements.

22.2 Any safeguarding incidents at the school will be followed by a review of these procedures by the DSL and a report made to the proprietor. Where an incident involves a member of staff, the designated officer(s) will be asked to assist in this review to determine whether any

improvements can be made to the school's procedures. Any deficiencies or weaknesses with regards to safeguarding arrangements at any time will be remedied without delay.

22.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

22.4 The proprietor will also undertake an annual review of this policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to provision, supported by an annual risk assessment that considers and reflects the risks its pupils face. The governing body and the proprietor should review the filtering and monitoring standards for schools and colleges at least annually and discuss with IT staff and service providers that more needs to be done to support the school in meeting these standards.

22.5 The DSL will report termly to the council of management on child protection. In addition to this, the DSL will also work with the nominated safeguarding lead to prepare a written report commissioned by the proprietor which can be shared with Islington safeguarding children partnership on request. The written report should address how the school ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the school and how these have been handled, including lessons learned; and the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters. The proprietor should also consider independent corroboration, such as:

22.5.1 Inspection of records or feedback from external agencies including the designated officer(s).

22.5.2 Reports of ISI inspections.

22.5.3 The outcome of any relevant complaints, claims or related proceedings; and

22.5.4 Press reports.

22.6 The proprietor will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the proprietor will be made.

23 Record keeping.

23.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child. These should include:

23.1.1 A clear and comprehensive summary of the concern.

23.1.2 Details of how the concern was followed up and resolved.

23.1.3 A note of any action taken, decisions reached and the outcome.

23.2 The information created in connection with this policy may contain personal data. The school 's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

23.3 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

23.4 Insofar as pupil records are concerned:

23.4.1 Staff must record all concerns about a pupil on the school's well- being manager or record of concern form. See record of concern form and record of concern tracking form at **Error! Reference source not found.**. guidance on record keeping is set out in 0.

23.4.2 The DSL will open a child protection file following a report to them of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken in the school's record of concern tracking form (the school's pro forma record which is available in the safeguarding folder in the school office). The DSL is also responsible for maintaining the chronology sheet for a child for whom a concern has been raised (see pro forma at **Error! Reference source not found.**).

23.5 **Information sharing and multi-agency working.**

23.5.1 The school will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The school will always act in order to safeguard and promote the welfare of others.

23.5.2 The school understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the school's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and data protection act 2018 provide a framework to ensure that personal information is shared appropriately.

23.5.3 When the school receives a request for safeguarding information (e.g. A subject access request from a parent or a request from the police), the school will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the UK GDPR and data protection act 2018. The school will also have regard to its data protection policies. The school's data protection lead (Ellie Grunewald) will work with the DSL as appropriate to determine what should be disclosed.

23.5.4 When a pupil leaves the school, the designated safeguarding lead will make sure the pupil's child protection file is transferred to their new school or college as soon as possible (**within 5 days** for an in-year transfer or within the first 5 days of the start of a new term).

23.5.5 The school will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the children act 1989.

23.5.6 Where allegations have been made against staff, the school will consult with the designated officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

23.5.7 While the school will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

24 Version control

Date of adoption of this policy	September 2023
Date of last review of this policy	September 2023
Date for next review of this policy	July 2024
Policy owner (SMT)	Designated safeguarding leads
Policy owner (proprietor)	Danielle Dufey chair Council of management

Appendix 1

Forms of abuse and neglect and specific safeguarding risks

1 **Abuse and neglect.**

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Definitions of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying and prejudiced-based or discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.1 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to

behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it. The school policy and procedures can be found in 0

Neglect: the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); ensure access to appropriate medical care or treatment; or provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of abuse

Possible signs of abuse include, but are not limited to:

The pupil says she / she has been abused or asks a question or makes a comment which gives rise to that inference.

There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries.

The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour.

The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.

The pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being.

The pupil appears neglected, e.g. Dirty, hungry, inadequately clothed.

The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

Inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

Mental health problems can also be a sign of abuse, neglect or exploitation.

The Islington safeguarding children partnership can provide advice on the signs of abuse and the DFE advice what to do if you're worried a child is being abused (march 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

Specific safeguarding issues

Statutory guidance acknowledges the following as specific safeguarding issues:

Child abduction and community safety incidents.

Children and the court system.

Children absent, as well as missing from education (see section 0 below).

Children with family members in prison.

Child criminal exploitation and child sexual exploitation (see section 0 below).

County lines (see section 0 below).

Modern slavery and the national referral mechanism.

Cybercrime; (see section 0 below)

Domestic abuse (see section 0 below).

Homelessness.

So-called "honour-based" abuse (including female genital mutilation and forced marriage) (see sections 0, 0 and 0 below);

Preventing radicalisation (see section 0 below).

Child on child / child on child abuse (see 0).

Sexual violence and sexual harassment between children in schools and colleges (see0).

Upskirting (see section 0 below).

Guidance on children in further specific circumstances is also set out in the Islington safeguarding children partnership procedures on: https://www.Islingtonscp.Org.Uk/are-you-worried-about-a-child

Further advice and links to guidance on these specific safeguarding issues can be found in annex B of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.Actionagainstabduction.Org and www.Clevernevergoes.Org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The ministry of justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. Video links is explained.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The national information centre on children of offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the local housing authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The homelessness reduction act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: homeless reduction act factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised

in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department for levelling up, housing and communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public health england147 has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See every mind matters for links to all materials and lesson plans.

The children's house school is committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff. Our open culture and curriculum allow pupils' voices to be heard, and through the use of effective policies, procedures, including whole school approaches and specialised, targeted approaches aimed at vulnerable pupils, we ensure a safe and supportive environment for all. For more information and guidance, see the mental health and emotional wellbeing policy.

Modern slavery and the national referral mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in statutory guidance. Modern slavery: how to identify and support victims - GOV.Uk

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions, as well as going missing, particularly persistently, can act as a vital warning sign of a range of safeguarding concerns and issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the school gives rise to a concern about their welfare.

The school will educate pupils about the dangers of running away and encourage them to seek support rather than run away; some children run away because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives are open to them. As a school, we are well placed to advise young people about the dangers of running away and to point them to available support.

Where reasonably possible the school will hold more than one emergency contact for each pupil.

The school shall inform the local authority of any pupil who is going to be added to or deleted from the school's admission register at non-standard transition points in accordance with the requirements of the education (pupil registration) (England) regulations 2006 (as amended).

Where the school removes a pupil from the admission register an off-rolling form must be completed and sent to the local authority by email:pupilservices@islington.Gov.Uk. The pro forma off-rolling notification form can be found at **Error! Reference source not found.**.

This will assist the local authority to:

Fulfil its duty to identify children of compulsory school age who are missing from education; and

Follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.

The school shall inform the local authority through the missing pupil alert of any pupil who:

Fails to attend school regularly; or

Has been absent without the school's permission for a continuous period of ten school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the secretary of state).

A copy of the missing pupil alert can be found at **Error! Reference source not found.**.

Elective home education (EHE)

Where a parent expresses their intention to remove a pupil from school with a view to educating at home, the school will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and / or has a social worker.

If a parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with the parents/carers.

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:

In exchange for something the victim needs or wants e.g. Money, gifts or affection; and / or

For the financial advantage or increased status of the perpetrator or facilitator; and / or

Through violence or threat of violence to victims (and their families).

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.

CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

International pupils may be particularly vulnerable to trafficking, particularly those who are or will be in the UK without their parent(s) or legal guardian, and schools which hold a child student sponsor licence may be targeted by traffickers as a means of facilitating a child's entry to the UK for the purposes of CSE or CCE.

The victim may have been exploited even if the activity appears consensual.

CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of both CSE and CCE, including children who:

Appear with unexplained gifts, money or new possessions.

Associate with other young people involved in exploitation.

Suffer from changes in emotional well-being.

Misuse drugs and alcohol.

Go missing for periods of time or regularly come home late; or

Regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. For further local advice about CSE contact naomi.Bannister@islington.Gov.Uk.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. Through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can children who:

Have older boyfriends or girlfriends; or

Suffer from sexually transmitted infections or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in-home office guidance: child sexual exploitation: guide for practitioners.

County lines

County lines [8] is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Number of the indicators for CSE and CCE as detailed above (and in annex B of KCSIE) may also be applicable to children involved in county lines.

Additional reporting duties:

If a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation.

Where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the national referral mechanism [9] should be considered.

Serious violence

Indicators which may signal children are at risk from, or are involved with serious violence crime may include:

Increased absence from school.

A change in friendships or relationships with older individuals or groups.

A significant decline in performance.

Signs of self-harm or a significant change in wellbeing.

Signs of assault or unexplained injuries; and

Unexplained gifts or new positions (which may also indicate a child is at risk of criminal exploitation).

[8]See the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance for more information.
[9]For further information and a definition of trafficking, see: National Crime Agency - modern slavery and human trafficking and the DfE and Home Office guidance: Trafficking: safeguarding children

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. [Being male], having frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice for schools is provided in the home office's preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance**.**

Cybercrime

Cybercrime is a criminal activity committed using computers and / or the internet. It's broadly categorised as either "cyber-enabled" (crimes that can happen off-line but enabled at scale and speed online e.g. Fraud, purchasing of illegal drugs, child sex abuse and exploitation) or "cyber-dependent" (crimes that can only be committed by using a computer).

Cyber-dependent crimes include:

Unauthorised access to computers (illegal hacking) e.g. Accessing a school's computer network to look for test papers or change grades awarded.

Denial of service (**dos** or **ddos**) attacks or "booting" - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic.

Making, supplying or obtaining malware e.g. Viruses, spyware, ransomware, botnets and remote access trojans with intent to commit further offence.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

The DSL (or deputy) should consider referring into the cyber choices programme if they have concerns. This is a nationwide programme which intervenes when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

The school is responsible for ensuring it has the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the national education network in addition, schools and colleges should consider meeting the cyber security standards for schools and colleges.Gov.UK cyber security standards. Broader guidance on cyber security including considerations for governors and trustees can be found at cyber security training for school staff - NCSC.Gov.Uk. Cyber security training

Domestic abuse

The statutory definition of domestic violence and abuse is based on the previous cross-government definition: it is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The definition captures a range of different abusive behaviours, including physical, sexual, emotional and economic abuse and coercive and controlling behaviour. The domestic abuse act 2021 now recognises the impact of domestic abuse on children, as victims in their own right, if they see hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in annex B of KCSIE and https://www.Islingtonscp.Org.Uk/professionals/key-practice-guidance/domestic-violence. This includes details about operation encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.

So-called "honour-based" abuse

All forms of so-called "honour-based" abuse are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Female genital mutilation (FGM)

FGM is a form of so-called "honour-based" abuse. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the multi-agency statutory guidance on FGM (HM government, July 2020) (pages 61-63 focus on the role of schools).

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Any information or concern that a child is at immediate risk of or has undergone FGM should result in a child protection referral to the children's services contact team on 020 7527 7400. If there are concerns that a girl is going to be cut, the DSL should complete the ISCB FGM risk assessment tool:https://www.Islington.Gov.Uk/~/media/sharepoint-lists/public-records/communitysafetyandemergencies/information/adviceandguidance/20182019/20181004fgmriskassessmenttool1.Pdfto identify the relevant indicators and inform further action.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the home office guidance mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty.

Guidance published by the department for health also provides useful information and support for health professionals which will be taken into account by the school's medical staff. The national FGM centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

Forced marriage or any "marriage" under the age of 18.

Forced marriage is also a form of so-called "honour-based" abuse. Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. **It is illegal to marry before the age of 18,** even if there is no violence, threats and other forms of coercion, and this applies to non-binding, unofficial "marriages" as well as legal marriages.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the multi-agency guidelines: handling case of forced marriage (HM government, June 2014).

Staff should speak to the DSL if they have any concerns. Pages 32-36 of the multi-agency guidelines: handling case of forced marriage (HM government, June 2014) focus on the role of schools in detecting and reporting forced marriage and the forced marriage unit can be contacted on 020 7008 0151 or fmu@fco.Gov.Uk for advice and information. Further information and guidance can be obtained from the karma nirvana honour network helpline on 0800 5999 247.

The forced marriage unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at the right to choose: government guidance on forced marriage - GOV.UK (www.Gov.Uk) the right to choose

Radicalisation and the prevent duty.

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The school is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the government's definitions for the purposes of compliance with the prevent duty:

Extremism: "*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas*".

Radicalisation: "*the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups.*"

Terrorism: "*an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause*."

There is no single way of identifying an individual who is likely to be susceptible an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a prevent referral.

Prevent referrals may be passed to a multi-agency channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on channel is available at: channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM government, February 2021)the DFE and home office's briefing note the use of social media for online radicalisation (DFE, July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

Islington's prevent coordinator can be contacted to provide further advice. Contact details for this individual can be found on the external contact's table.

Child on child / child on child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.

The school's policy and procedures for dealing with child-on-child abuse can be found in 0 below.

Online safety (see the online safety policy

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. Consensual and non-consensual sharing of nudes and semi-nudes and /or pornography, sharing other explicit images and online bullying; and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, it should be reported to the anti-phishing working group.

The governing body and proprietor should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Filtering and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body and proprietor should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, the governing body and proprietor should ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The governing body and proprietor should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the prevent duty.

To support schools and colleges to meet this duty, the department for education has published filtering and monitoring standards https://www.Gov.Uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges which set out that schools and colleges should:

• Identify and assign roles and responsibilities to manage filtering and monitoring systems.

• Review filtering and monitoring provision at least annually.

• Block harmful and inappropriate content without unreasonably impacting teaching and learning.

• Have effective monitoring strategies in place that meet their safeguarding needs

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Additional guidance on filtering and monitoring can be found at: UK safer internet centre: "appropriate" filtering and monitoring. Safer internet appropriate filtering and monitoring. South west grid for learning swgfl.Org.Uk have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, sexual content, terrorist content, your internet connection blocks child abuse & terrorist content).

23.6 **artificial intelligence (AI)**- the children's house recognises that AI has many uses,

Including enhancing teaching and learning, and in helping to protect and safeguard.

Pupils. However, AI may also have the potential to facilitate abuse (e.g. Bullying and

Grooming) and/or expose pupils to harmful content. For example, in the form of

'Deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Any AI tool used by the school should first be risk assessed.

The children's house school will treat any use of AI to access harmful content or bully.

Pupils in line with this policy and our anti-bullying and behaviour policies.

Sharing nudes and semi-nude images and videos

Consensual and non-consensual sharing of nudes and semi-nude images and /or videos can be signs that children are at risk.

"Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. Via apple's airdrop. This is also known as sexting or youth produced sexual imagery.

The school treats all incidences of sharing nudes and semi-nude images as safeguarding matters to be actioned in accordance with this policy.

Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.

The DSL may in exceptional circumstances view images with the prior approval of the headteacher and only where:

It is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents.

It is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or

A pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the school's devices or network.

Where viewing an image is unavoidable:

Viewing should take place on school premises wherever possible.

The image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known).

A senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image.

Full details of the viewing must be recorded in the school's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it.

Any member of staff who views an indecent image should be given appropriate support.

If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

If external agencies do not need to be involved, the school must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the school should consider reporting the images to the relevant web host or service provider (if an option is provided) or contacting the internet watch foundation or ChildLine (if the website does not provide this option).

Where a pupil receives unwanted images, the school should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

The UK council for internet safety's advice note sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020) contains details

of support agencies and provides further information for schools on how to responding to incidents of sexting.

The home office has published indecent images of children: guidance for young people (home office, November 2019) to help young people understand the law on indecent images of children and how to navigate the internet confidently and safely within legal boundaries.

Upskirting

Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. If actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

The school will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the school's child protection procedures.

All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing sexual images / sexting.

Special educational needs and disabilities or physical health issues

The school welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the school's policy on special educational needs and learning difficulties and disability policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The school is mindful in particular that:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.

Pupils with SEND or certain health conditions may be more prone to peer group and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs; and

There may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

The school should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

Further information can be found in the department's:

- Send code of practice 0 to 25 years, and
- Supporting pupils at school with medical conditions https://www.Gov.Uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

And from specialist organisations such as:

- The special educational needs and disabilities information and support services
- MENCAP represents people with learning disabilities, with specific advice and information for people who work with children and young people

Looked after children and previously looked after children.

The proprietor ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

Whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order.

Contact arrangements with birth parents or those with parental responsibility.

Information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.

The DSL maintains these details, including contact details of the child's social worker.

The school's designated teacher for looked after children and previously looked after children in the nursery and upper school is the DDSL, Taiba Hussain.

The member of the council of management with responsibility for looked after children and previously looked after children is dawn brindle.

Care leavers.

The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

Appendix 2

Concerns about a child - guidance for staff

1 Receiving a disclosure

Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

Do not ask leading questions, i.e. a question which suggests its own answer. Use "tell me, explain to me, describe to me" (**TED**) questioning.

Reassure the pupil they are being taken seriously and they will be supported and kept safe.

Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.

Keep a sufficient written record of the conversation (see **Error! Unknown switch argument.** below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

Pass on the record when reporting the concern in accordance with this policy.

Recording a concern

Staff must record all concerns in writing.

Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

the pupil's details: name; date of birth; address and family details.

date and time of the event / concern / conversation.

a clear and comprehensive summary of the event/concern / conversation.

details of how the concern was followed up and resolved,

a note of any action taken and by whom, decisions reached and the outcome.

the name and position of the person making the record.

The school has a pro forma Record of Concern Form which should be completed and passed on when reporting the matter in accordance with this policy. This pro forma is available on SharePoint and in the school offices. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

Use of reasonable force

There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. "Reasonable" in these circumstances means using no more force than is needed.

Staff should refer to the Good Behaviour Policy, the Behaviour Management Policy and the Staff Code of Conduct for more detailed guidance about the use of reasonable force.

Appendix 3

Dealing with allegations of child-on-child abuse

1 Child on child /child on child abuse

Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and /or outside school and /or online. This includes, but is not limited to:

bullying (including cyber-bullying and prejudice-based and discriminatory bullying).

abuse within intimate personal relationships between peers.

physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and / or encourages physical abuse).

sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bras, unwanted kisses or embraces) possibly with an online element which encourages sexual violence.

sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

consensual and non-consensual sharing of nude and semi-nude images (also known as "sexting" or "youth produced sexual imagery") means the taking and sending or posting of nude or semi-nude images, videos or lives streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's Airdrop.

upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element).

2 The school's approach to child-on-child abuse

Staff understand that, even if there are no reports of child-on-child abuse at the school, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns regarding child-on-child abuse to the DSL (or the DDSL in the DSL's absence).

Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The school will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up" can lead to a culture of unacceptable behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.

All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the school's behaviour and sanctions and anti-bullying policies, so that appropriate action can be taken.

Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

3 Sexual violence and sexual harassment (SVSH)

Where the misconduct may constitute sexual violence [10] (rape, assault by penetration, sexual assault [11] or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.

The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The school acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4 Management of allegations of child-on-child SVSH

[10] When referring to sexual violence the statutory guidance refers to sexual offences under the Sexual Offences Act 2003 as described above

[11] Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts /genitalia without consent, can still constitute sexual assault).

The initial report

The school recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

The school acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

They should:

listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity.

where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm.

where there is an online element, considering the searching, screening and /or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child; [12]

explain the next steps and how the report will be progressed.

make a written record of the report (recording the facts as the child has presented them).

inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

DSL's considerations

Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow, and the facts may be difficult to establish. These decisions are made on a case-by-case basis taking all of the circumstances into account, in the best interest of the pupils involved. The school's response is led by the DSL who will always have regard to Part 5 of KCSIE and the more detailed non-statutory Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021) in the management of the issue.

School's considerations

The school will consider:

the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children.

[12]School staff can search pupils with their consent for any item. Staff can search pupils without consent if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item or is likely to be used to commit an offence or cause personal injury or damage to property. See Searching, screening and confiscation: advice for schools for further information.

the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour [13] has been displayed.

the ages and developmental stages of the children involved and any imbalance between them.

if there is an intimate personal relationship between the children.

whether there are any ongoing risks to those involved.

the wider context.

Before deciding how best to support and protect those involved. The school will undertake:

immediate risk and needs assessments: these will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

The school will make a proportionate response to these matters in light of the circumstances and the factors identified above. And decide, if any, further action is appropriate.

5 Investigations and findings

The school will record the findings of investigations undertaken by the police and /or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances whether this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the school should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.

The school should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and / or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious.

With regard to the alleged perpetrator(s), advice on behaviour in schools is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them.

[13]Hackett's sexual behaviours across a continuum table - which helps to identify whether sexual behaviours are normal, inappropriate, problematic, abusive, or violent may be helpful here.

Appendix 4

Dealing with allegations made and / or concerns raised against members of staff, supply staff, volunteers and contractors.

1 The school's procedures

The school promotes an open and transparent culture in which all concerns about all members of staff working in or behalf of the school, in a paid or unpaid capacity, including supply staff, volunteers and contractors are dealt with promptly and appropriately, whether they are low level concerns or constitute an allegation that the person poses a risk of harm.

By doing this, it aims to identify any concerning, problematic or inappropriate behaviour early, in order to minimise the risk of abuse, support everyone affected and to inform members of staff, supply staff, volunteers and contractors of any behaviour which is or could be deemed inappropriate or to cross acceptable professional boundaries and help them to reflect, manage and learn from this.

The school has procedures for dealing with two levels of allegations made / concerns raised about staff, supply staff, volunteers and contractors. This cover:

allegations / concerns that do not meet the harms threshold, otherwise known as "low level concerns".

allegations that may meet the harms threshold.[14]

2 Low level concerns

The School encourages everyone affected by its operation to report any concern, even if no more than one which causes a sense of unease or a "nagging doubt", they may have that a member of staff, supply staff, volunteer or contractor working in or on behalf of the School may have acted in a way that is inconsistent with expected professional standards and / or the staff code of conduct to the Headteacher, so that the appropriate action can be taken.

All members of staff, supply staff, volunteers and contractors are themselves encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and / or on reflection they believe they have behaved in such a way that they consider may fall below the expected standards.

The purpose of the school's policy with regards to low level concerns is to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

The Headteacher will usually share the concern with the DSL (or deputy), and they will address the concern in a proportionate manner. They will consider whether the matter is a low-level concern - one which does not meet the allegations threshold (as set out in this section) or is otherwise not

[14]The harms test is explained on the DBS website and "harm" is defined in section 31 (9) of the Children Act 1989 (as amended by the Adoption and Children Act 2002).

considered serious enough to consider a referral to the Designated Officer(s), or whether it is sufficiently serious to meet the harms threshold.

The school considers that all concerns about members of staff, supply staff, volunteers and contractors should be shared responsibly with the right person, that they should be recorded and that they should be dealt with appropriately. In most cases, and particularly where a low level concern has been raised by a third party, that will involve some form of investigation by the Headteacher and, where possible, discussions with the person raising the concern, the person about whom the concerns have been raised and any witnesses.

The information collected as part of any such investigation will help to categorise the type of behaviour and determine what further action may need to be taken. The details of the concern should be recorded along with the context in which it arose, the rationale for the decisions made and action taken. This information should be kept confidential and stored securely. The name of individuals sharing concerns should also be noted, but a wish to remain anonymous should be respected as far as reasonably possible.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the school will decide on a course of action to take which might include reference to its internal disciplinary procedures or a referral to the Designated Officer(s) if the harms threshold is met. The school will also consider whether there are any wider cultural issues in School that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

The Headteacher will consider whether reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Low level concerns should not be included in staff, supply staff, volunteer and contractor references unless they relate to issues which would normally be included e.g. misconduct or poor performance. Those that relate exclusively to safeguarding should not be referred unless they meet the threshold for referral to the Designated Officer(s) and are found to be substantiated.

3 **Allegations that may meet the harms threshold.**

Allegations that may meet the harms threshold are those that might indicate a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children in the school, for example where the member of staff, supply staff, volunteer or contractor has:

behaved in a way that has harmed a child, or may have harmed a child; and / or

possibly committed a criminal offence against or related to a child; and / or

behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or

behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside school and creates a transferable risk.

The School should consider whether any allegations not meeting these criteria should be dealt with as low level concerns - see paragraph 10 below. Advice from the local authority Designated Officer(s) will be sought in borderline cases.

All such allegations must be dealt with as a priority without delay.

The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s)). The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the school's attention and appear to meet the criteria in paragraph 2.1.1 above.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police and may also be discussed with the Designated Officer.

4 Reporting an allegation

Where an allegation or complaint is made against any member of staff (other than the Headteacher), including the DSL, the matter should be reported immediately to the Headteacher. The allegation will be discussed immediately with the Designated Officer(s)and the Principal Offer, Safeguarding in Education (POSE) before further action is taken[15]. Where appropriate, the Headteacher will consult with the DSL.

Where an allegation or complaint is made against the Headteacher, the matter should be reported immediately to the Chair of Council of Management or the Nominated Safeguarding Lead, without first notifying the Headteacher. The allegation will be discussed immediately (i.e. within 24 hours) with the Designated Officer(s) and the Principal Offer, Safeguarding in Education (POSE) before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Lead, and vice versa.

Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Lead. If either the Chair of Governors or the Nominated Safeguarding Lead are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the Designated Officer(s) and the Principal Offer, Safeguarding in Education (POSE) before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Lead, and vice versa.

If it is not possible to report to the Headteacher or Chair of Council of Management or Nominated Safeguarding Lead in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Headteacher or, where appropriate, the Chair of Council of Management and the Nominated Safeguarding Lead.

The person taking action in accordance with the procedures in this Appendix is known as the Case Manager.

[15]This is consistent with ISI's comments in the safeguarding policy checklist that the school should not conduct investigations before a referral to LADO.

5 Disclosure of information

The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.

The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, only in relation to their child - no information can be shared regarding the staff member. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

6 Further action to be taken by the School.

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The school will take action in accordance with Part 4 of KCSIE and the School's employment procedures.

Where the School is not an employer of an individual about whom safeguarding concerns are raised with the school, it will still have responsibility to ensure allegations are dealt with appropriately and will liaise with relevant parties. This includes supply staff, volunteers and contractors. Any action taken will be in accordance with Part 4 of KCSIE. As stated above, reports about supply staff and contractors which do not meet the referral threshold, should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

7 Early Years Foundation Stage (EYFS)

The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

The school must also inform one of the Islington Early Years Safeguarding Leads of any notifications to Ofsted including the outcome of a notification where applicable. See the Key External Contacts table for further contact details.

8 Ceasing to use staff.

If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Proprietor without delay. The school may also need to consider a referral to the DBS if a member of staff is suspended, or deployed to another area of work that is not regulated activity.

If a member of staff tenders his or her resignation or ceases to provide his or her services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in accordance with this policy and a referral to the DBS will be made promptly if the criteria for referral are met.

Separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made where a teacher has been dismissed or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance.

9 Malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the school's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Headteacher will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

10 Record keeping.

Details of allegations found to be malicious will be removed from personnel records.

For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious will also not be included in any reference. Substantiated allegations should be included in references provided that the information is factual and does not include opinions.

The school will retain all safeguarding records and relevant personnel records for so long as reasonably required. [16]

11 Local Safeguarding Children Partnership Inter-Agency Escalation Procedure for Professionals with Child Protection or Child Welfare Concerns:

In circumstances in which a professional disagreement may arise between the school and agencies, the safety of the child and focus on the child are paramount considerations and any unresolved issues should be escalated with due consideration to the risks that might exist for the child.

Disagreements could arise in a number of areas but are most likely to arise around thresholds and roles and responsibilities. The procedure is as follows:

If a professional is unhappy with a decision or response from any agency following a referral s/he must discuss with DSL within one day.

DSL discusses concern/response with the equivalent post holder in the other agency within 3 days.

If concern continues, the DSL discusses concern/response with the Headteacher and child protection member of the Council of Management.

Named professional advises concerned professional of outcome at this stage.

If no outcome is reached, the DSL will liaise with his or her equivalent lead CPO officer in the other agency immediately to enable the decision to be discussed at senior management level as appropriate and action agreed.

If DSL is unable to influence the decision, s/he will inform the Director of Targeted and Specialist Children and Families Services, Islington, within 5 days (laura.eden@islington.gov.uk) in order that the decision can be reviewed between the agencies.

DSL provides feedback to professional/s with original concern.

At all stages actions and decisions must be recorded in writing and shared with relevant personnel.

[16]In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix 5

Charity Safeguarding procedures

1 Charity Safeguarding duties

As trustees of a charity, the trustees as Proprietor of the School, acknowledge in addition to their statutory duties to safeguard and protect children and adults at risk, they have a duty to take reasonable steps to protect everyone associated with the charity from harm, abuse or mistreatment. This protection of the people involved in the charity is central to its culture. The full extent of these additional Safeguarding duties is set out in the Charity Commission guidance: Safeguarding and Protecting People for Charities and Trustees. This guidance lists risks to be aware of, including discrimination, health and safety, cyber abuse and data breaches.

The contents of the School's Safeguarding and data protection suites of policies, the staff handbook and the health and safety policy set out how many concerns about these issues will be handled. If anyone has any Safeguarding concerns which have caused or may cause harm to anyone associated with the charity which are not expressly covered by those or other School policies, they should contact the Council of Management Chair without delay.

The trustees fulfil these duties by:

leading by example and promoting a fair, inclusive and positive culture, ensuring that everyone involved with the charity feels able to report any concerns they may have, confident that they will be heard and responded to.

setting and regularly (at least annually) reviewing the suitability of policies and procedures as a Board to ensure they remain fit for purpose and that they are followed in practice.

establishing appropriate delegation arrangements for the effective governance and management of safeguarding matters within the charity.

exercising proper oversight of the management of individual Safeguarding matters and a review of the performance of the charity's Safeguarding function, including consultation with stakeholders and appropriate trend analysis.

being quick to respond to concerns, to carry out appropriate investigations and take necessary action.

being open and transparent and not ignoring harm or downplaying failures.

managing conflicts of interest and / or loyalty

ensuring that staff receive training in Safeguarding at a level which is commensurate with their role.

having clear recruitment and contracting processes and ensuring that proper due diligence is undertaken on the suitability of:

staff.

partner organisations.

contractors.

beneficiaries.

other third parties (whether those who provide services to the Charity or directly to its beneficiaries (including pupils)) and enter into appropriate agreements with them covering the relationship, their respective roles and monitoring and reporting requirements.

review its premises and security arrangements and arrangements for third party use to ensure appropriate measures are in place to keep people safe.

reviewing any grant-making undertaken to ensure appropriate policies and procedures are in place.

implementing suitable reporting and monitoring processes in place for any work overseas.

set out risks and how it will manage them in a risk register.

allocating sufficient funds for the effective management of Safeguarding and arranging arrange appropriate insurance cover.

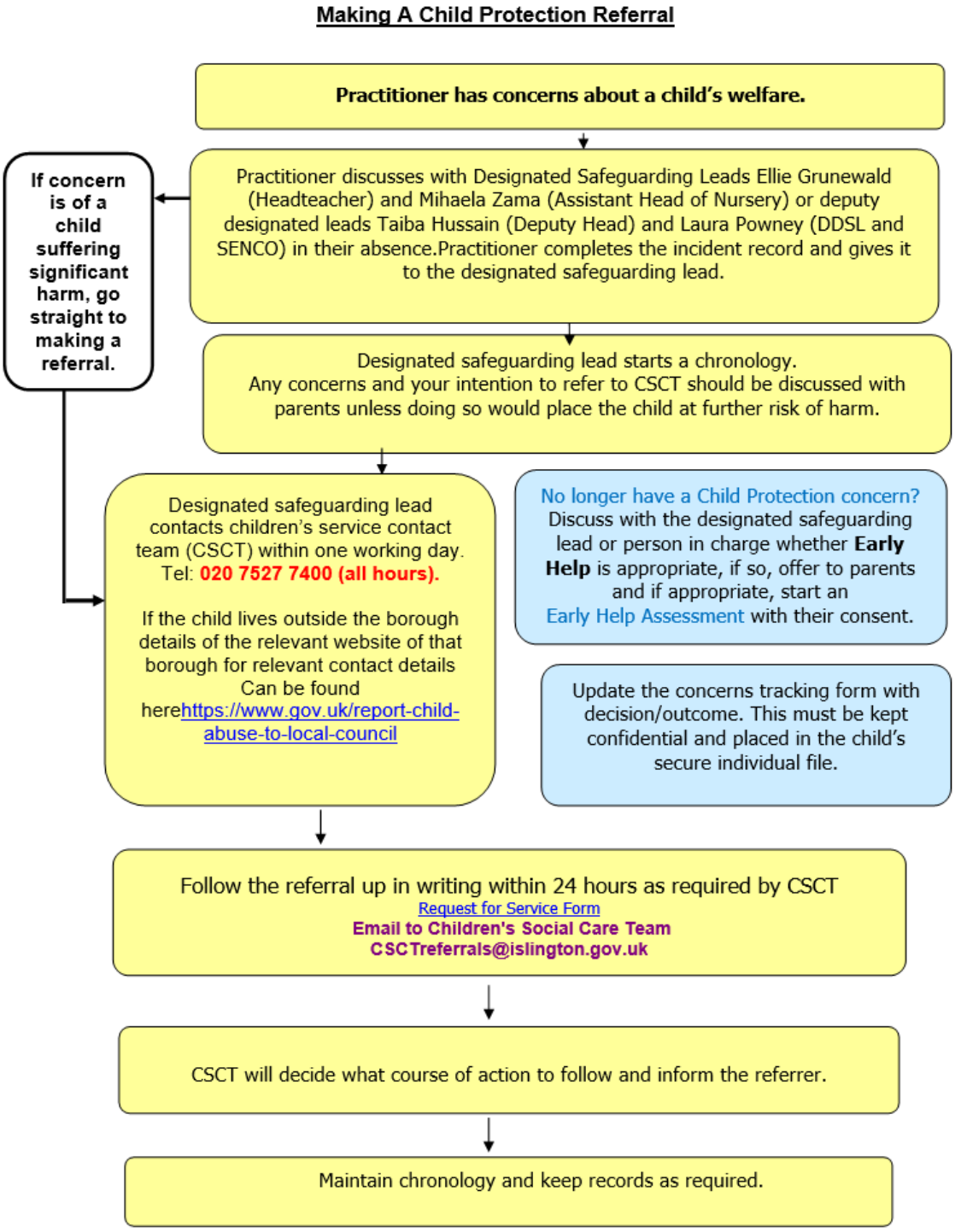
Ensuring a sufficient level of oversight of the charity's operations to manage risk and report any incidents which materially affect the charity's operations, finances, people or reputation can be reported to the Charity Commission in line with How to report a serious incident in your charity (Charity Commission, June 2019).

[1]https://www.gov.uk/government/publications/charities-due-diligence-checks-and-monitoring-end-use-of-funds

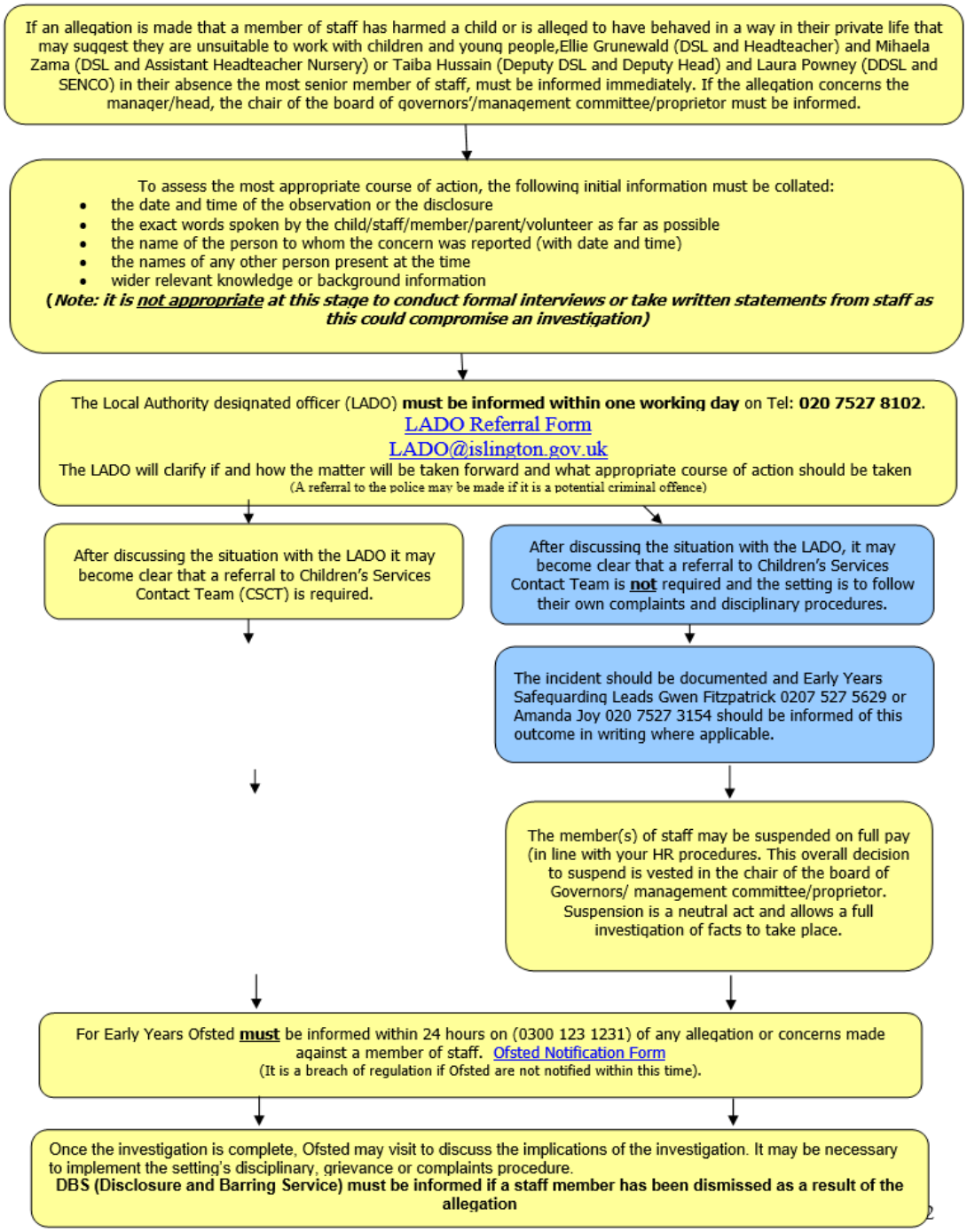
Appendix 6

Local Arrangements - Flowcharts and Forms

Making a Referral



Flowchart: Allegations Made Against A Member of Staff



Islington Referral form (please use link)

LADO Referral Form (islington.gov.uk)

TCH CHILD INCIDENT CONCERN FORM
(Including allegations and reporting of initial concerns)
TO BE COMPLETED BY NAMED DESIGNATED SAFEGUARDING LEAD

Name of School
PERSONAL DETAILS: **Name of Child:** **Age:** **Date of Birth:**
Home Address: **Post Code**:
Parent/Carer's Name: **Home Tel. No:** **Parent/Carer's Work No:** **Mobile No:**
INCIDENT: **Nature of incident, concerns, allegations including date/s and time/s:**
REPORTING: **Name of person reporting incident:** **Address:** **Tel No:**

Date incident reported: **Time incident reported:**
Have you or anyone else spoken to the parents/carers? YES/NO **If yes, please provide details below of what was said and the date on which the parents/carers were spoken to:**
Have you spoken to the child? YES/NO **If yes, please provide details of what was said including date child was spoken to:**
If this record concerns an allegation, have you spoken to the person the allegation was being made against? YES/NO **If yes, please provide details of what was said including date of discussion:**
Please provide details of any further action taken to date:
Have you informed the statutory authorities, Children's Social Care, Police? Please give details and who you informed:
YOUR SIGNATURE: **I certify that the details provided on this form are true.** **Signature** **_____Date_____Time_____**

Inter-agency Escalation Policy

Resolution of professional disagreements in work relating to the safety of children

1.0 Introduction

1.1 Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Effective working together depends on an open approach and honest relationships between agencies.

1.2 Professional disputes are reduced by clarity about roles and responsibilities and airing and sharing problems in networking forums. Effective working together depends on resolving disagreements to the satisfaction of workers and agencies, and a belief in a genuine partnership.

1.3 Professional disagreement is only dysfunctional if not resolved in a constructive and timely fashion. Disagreements could arise in a number of areas but are most likely to arise around thresholds and roles and responsibilities. Some examples may include:

- Where one professional disagrees with the action of another around a particular course of action, such as closing involvement with a child or family.
- Where one agency considers that the plan is inappropriate and that a child's needs are not being best met by the current plan.
- Where a member of staff or an agency considers that the child's safeguarding needs are better met by a Child Protection Plan and have requested that a Child Protection Conference be called and feel that this has been refused.

2.0 Aim and Objectives

2.1 It is important to:

- avoid professional disputes that put children at risk, obscure the focus on the child or delay decision making.
- resolve difficulties (within and) between agencies quickly and openly.
- identify problem areas in working together where there is a lack of clarity and to promote resolution via amendment to protocols and procedures.

2.2 The safety of individual children and focus on children are the paramount considerations in any professional disagreement and any unresolved issues should be escalated with due consideration to the risks that might exist for the child.

3.0 Escalation Policy

3.1 The process of resolution should be as simple as possible.

3.2 he aims should be to resolve difficulties at practitioner / fieldworker level between agencies. Attempts at problem resolution may leave one worker/agency believing that the child/ren remain(s) at risk of significant harm. This worker/agency has responsibility for communicating such concerns through agreed channels.

3.3 The following stages are likely to be involved:

- recognition that there is a disagreement over a significant issue, which impacts on the safety and welfare of a child.
- identification of the problem and clarity about the disagreement and what the aim is. These two stages could involve consulting a colleague to clarify thinking.

3.4 Initial attempts should be made to resolve the problem. This should normally be between the people who disagree unless the child is at immediate risk. It should be recognized that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

3.5 If unresolved, the problem should be referred within 1 working day to the designated/ named Child Protection advisor in their own agency or their line manager who will discuss with the manager or their equivalent in the other agency.

3.6 If the problem remains unresolved, the line manager will refer within 3 days ‘up the line’ (see flow chart).

3.7 If the matter is still unresolved, a referral will be made within 5 days to the Head of Service, Safeguarding and Quality Assurance Service. The role of the Head of Service, Safeguarding and Quality Assurance Service is:

- To give independent consideration to the issues being raised providing feedback on the strengths and weaknesses of the case being brought forward.
- To ensure that throughout the process, lines of communication remain open and clear and that the issue does not become clouded, personalized, or lost in other processes.
- To provide a briefing to senior managers across agencies on the issue being raised and possible routes to resolving the issue.

3.8 A clear record should be kept at all stages, by all parties. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued. All records should be retained on the child’s case file / agency database.

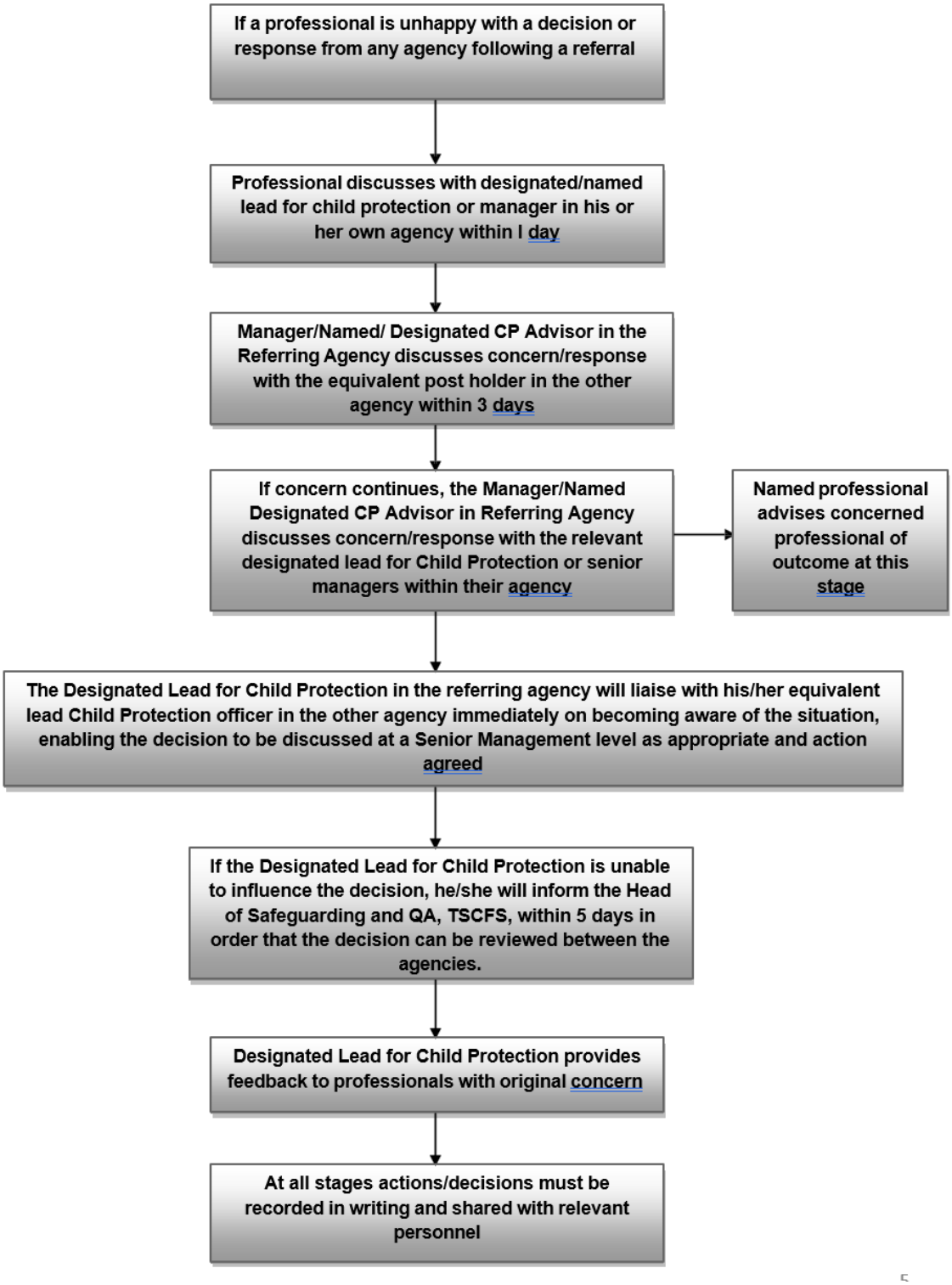
3.9 At each stage it is important that the person who originally raised the concern is given feedback on what action has been taken in response. It is the responsibility of the person to whom the issue is referred to ensure that clear and timely feedback is provided.

3.10 When the issue is resolved, any policy issues should be identified and referred to the Policy and Practice subgroup of the ISCB to inform future learning and possible changes to existing policies and procedures.

3.11 It may also be useful for individuals to debrief following some disputes in order to promote continuing good working relationships and identify possible training needs.

Please note that this policy does not apply to cases where there may be concerns about the behaviour or conduct of another professional that may impact on a child's safety and well-being. In such cases, reference should be made to the agency's own

Local Safeguarding Children Board Inter-Agency Escalation Procedure for Professionals with Child Protection or Child Welfare Concerns



RECORD OF CONCERN TRACKING FORM

School …….

CHILD ……DOB……

Date	Concern	Discussed with	Action Agreed/Taken	Others present	Recorded by (print name)	Sign

CHRONOLOGY

Date & Time	**Nature of Contact (include names)**	**Key issues discussed and actions agreed or taken in response**	**Signature and Role**

MISSING PUPIL ALERT

Current school	
Child's Name	
Date of Birth	
UPN	
Date of last Attendance	
Parent/Carer Name/s	
Address	
Telephone Numbers	**Mobile** **Home**

	Work
Other known contacts **(name, relationship, telephone number, email)**	
PLEASE COMPLETE THE RISK ASSESSMENT OVERLEAF	
DECLARATION	
I confirm the pupil remains on the school roll in line with Islington's procedure for Missing Pupils	**Heateacher's signature**

Please send completed form by secure email to: PupilServices@islington.gov.uk

MISSING CHILD RISK ASSESSMENT RECORD

Name of child missing	
Date child went missing.	
Date of child's last attendance	
Has the child been seen since this date (e.g. outside the school in the local area)	
Address from which the child is missing.	**Same as overleaf**
If different please provide relevant address	
POTENTIAL RISKS	
FACTOR	**Tick all that apply and provide additional details where applicable**
1, 10 years old or under	
2. 11 to 14 years of age	
3. 15 to 18 years of age	
4. Has a Child Protection Plan	
5. Needs essential medication or treatment (e.g. asthma, inhaler, insulin etc)	
6. May not have the physical ability to interact safely with others or in an unknown environment (e.g. visually impaired history of	

abuse or inappropriate adult/stranger relationships, SEN etc.)	
7. Lacks reasonable awareness of the risks associated with running away (e.g. learning difficulty)	
8. Known to associate with adults or children who present a risk of harm e.g. sexual offenders, offenders against children	
9. Mental illness or psychological disorder that may increase risk of harm to themselves or others	
10. Drugs and/or alcohol dependency	
11. Suspicion of abduction	
12. Suspected suicide or self-harm	
13. Involved in violent and/or racial incident or confrontation immediately prior to disappearance	
14. Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.	
15. inclement weather conditions where exposure would seriously increase risk to health	
16. Family/relationship problems or recent history of family conflict/abuse	
17. Family employment problems	
18. Family financial problems	
19. School or college problems	
20. Ongoing victim of bullying, harassment, or exploitation e.g. racial, sexual etc.	
21. Previously disappeared and suffered or was exposed to harm whilst missing	
22. Victim or potential victim of forced marriage, FGM or trafficking, incl. for sexual exploitation	

SUMMARY	
Other risks Please comment on any other risks not covered above	
Summary of actions taken Include attempts to talk to child on mobile phone and attempts to contact friends and family	
Completed by (full name)	
Signature	
Date	

OFF-ROLLING NOTIFICATION FORM

GOLDEN RULES Please send completed form by secure email to: PupilServices@islington.gov.uk

- **Do obtain a named school destination.**
- **Do not use vague destinations (e.g. gone to Scotland/Birmingham/moved abroad)**
- **Do confirm with the new school that the pupil is attending *before* off rolling.**
- **Please complete all fields on this form**
- **Ensure this form is signed by the headteacher.**

PUPIL DETAILS			
Current school			
Child's name			
Child's date of birth			
UPN			
Parent/Carer name/s			
Address			
Telephone numbers	**Mobile** **Home** **Work**		
Forwarding address, contact number (even if international), email			
NEW SCHOOL DETAILS			
Name of new school			
New school contact details			
Start date at new school			
Have you confirmed the pupil? **is attending?**	**YES/NO**	**Has pupil's CTF (Common Transfer File) been uploaded to s2s?**	**YES/NO**
Has the new school requested the pupil file?	**YES/NO**	**Has the new school been**	**YES/NO**

		added to SIMS tab 11	
Are there any safeguarding concerns?	**YES/NO**		**If yes, what actions have you taken?**
REASON FOR LEAVING			
Reason code/grounds for off-rolling (see guidance)	**1 2 3 4 5 6 7 8 9**		
DECLARATION I Confirm that this pupil has been removed from the school's roll in line with statutory regulations (The Education (Pupil Registration) (England) Regulations 2006	**Head's Signature** **…….**		