



Safeguarding and Child Protection Policy

This policy was adopted by
Highbury Quadrant Primary School on 09.04.2020

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This policy will be reviewed annually by the Governing Body when the Head Teacher will report on its operation and effectiveness. This policy will be next reviewed in September 2020.

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1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education – DfE, 2019*)

This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct Policy, Anti-Bullying Policy, Behaviour Policy, Safer Recruitment Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2019).

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children, 2018* as:

- Protecting children from maltreatment
- Preventing impairment of children's 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

Our school works in accordance with the following legislation and guidance:

- [Keeping Children Safe in Education \(DfE, 2019\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf
- [Working Together to Safeguard Children \(HMG, 2018\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children - Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)

The school is committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community, have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to the policy and follow the school's procedures and guidance at all times. For the purposes of this document, the term 'staff' will apply to those listed above.

Because of their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children.

It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns.

2. Overall Aims

The purpose of our Child Protection Policy is to:

- Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority;
- Provide a framework to support staff in identifying concerns that a child may be suffering harm or abuse thereby enabling them to report those concerns without delay;
- Maintain an environment where children feel secure and are listened to and contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Identify and protect the most vulnerable, identify individual needs where possible and develop plans to meet those needs;
- Ensure that the school has sufficient Designated Safeguarding Leads to enable one of them to be available or contactable at all times during the school day;
- Develop and promote effective working relationships with pupils, parents and with partner agencies;
- Provide a systematic means of monitoring children who are thought be at risk of harm or who are subject to child protection plans;
- Provide structured procedures within the school which will be followed by all staff when there are concerns about a child;
- Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with the Department of Education, the Disclosure & Barring Service and Islington Council.
- Ensure that procedures are followed where an allegation is made against teachers and other staff in accordance with the Department of Education Keeping Children Safe in Education, Part 4, with the involvement of the Principal Officer, Safeguarding in Education, Michelle Verdi, on 0207 527 5595 and the Local Authority Designated Officer (LADO) on LADO@islington.gov.uk, Safeguarding & Quality Assurance, Children's Social Care on 020 7527 8102/8066.

3. The Categories of Abuse and Signs and Indicators

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Keeping Children Safe in Education (DfE, 2019) defines abuse as: *“A form of maltreatment of a child. Somebody may abuse a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others. Abuse may take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adults or adults or by another child or children”.*

Staff must be aware of wider safeguarding issues and that behaviours linked to drug taking, alcohol abuse, truanting and sexting, put children in danger. Our school is aware of the signs of abuse and neglect as well as the wider safeguarding issues so we are able to identify children who may be in need of help or protection.

There are four categories of abuse. The definition of each category is set out below with a non-exhaustive list of possible signs and symptoms:

Physical

Physical abuse 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.

Recognising Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries/refusal to discuss injuries
- Improbable explanations for injuries/parent undisturbed by accident/injury
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a ‘watchful attitude’
- Running away

- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Bruising

Children can have accidental bruising but the following must be considered as indicators of harm, unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed:

- Any bruising to a pre-crawling or pre-walking baby;
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, although a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used (e.g. belt marks, hand prints or a hair brush)
- Bruising or tears around, or behind the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;

Bite marks

Human bite marks are oval or crescent shaped. If they are over 3cm in diameter, they are more likely to be made by an adult or older child;

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, experienced medical opinion is required. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns along the protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or bath

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Emotional

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, though it may occur alone.

Recognising emotional abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.
- The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.
- The following may be indicators of emotional abuse:
- Developmental delay;
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
- Indiscriminate attachment or failure to attach;

- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on
- Air of detachment – 'don't care' attitude
- Social Isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

Sexual

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 (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Recognising sexual abuse

- Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore, both identification and disclosure rates are deceptively low.
- Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study¹ three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.
- If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

¹ Cawson et al's 2000 study for the NSPCC

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self- mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area. Scratches, abrasions or persistent infections in the anal or genital regions
- Bruises, scratches, burns or bite marks on the body
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Other signs of sexual abuse

- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger anxiety, tearfulness
- Withdrawal from friends
- Frequent vaginal infections, discharge or odours
- Sexually transmitted diseases

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Sleep disturbances
- Unexplained gifts of money
- Depression
- Changes in behaviour
- Non- attendance at school
- Talking about a new 'special' friend

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague².

Neglect

Neglect is 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 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 care-givers);***
or
- ***ensure access to appropriate medical care or treatment.***

It may also include neglect of, or unresponsiveness to, a child's basic, emotional needs.

Recognising Neglect

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic

² Grubin. D (1998).

violence, mental health issues, learning disabilities, substance misuse, or social isolation / exclusion, this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Signs to Watch Out For

- Signs of low self-esteem
- Repeated talk of failure
- Deliberately seeking failure
- Denial or destruction of anything good
- Rejection of praise
- Pleasure in criticism
- Clowning, acting big, telling tall stories

Verbal signs of distress

- Self-denigration
- Pessimism
- Morbid thinking
- Pathological thinking
- Worthlessness
- Hopelessness
- Suicidal thoughts
- Self-blame

Non-verbal signs of distress

- Loss of interest and withdrawal
- Irritability and tearfulness
- Tiredness and change in weight
- Poor concentration and deterioration of work
- Destructive behaviour*
- Morbid art work and writing*
- Lack of self-care (deliberate)*
- Deliberate failure*
- Self-harming*
- Suicide attempts*
- Arson*

**Particularly significant and should never be ignored.*

4. Dealing with Disclosures

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
- I believe you.
- I am glad you came to me.
- I am sorry this has happened.
- You're not to blame. You are not alone, you are not the only one this sort of thing has happened to.
- We are going to do something together to get help.

Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.

React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example '*what did he do next?*' (this assumes he did!), or '*did he touch your private parts?*' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff (the Head Teacher). Try to see the matter through yourself and keep in contact with the pupil. Ensure that if a Social Services interview is to follow, that the pupil has a support person present if the pupil wishes it (possibly yourself).

Record

- Make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.

- Record statements and observable things, rather than your ‘interpretations’ or ‘assumptions’.

Remember

- To follow the schools child protection policy and procedures and share your concerns with a designated safeguarding lead. Consult with your designated safeguarding members of staff as appropriate.
- Refer to Children’s Social Care and/or Police if relevant.
- Support the child: listen, comfort, and be available.

Complete confidentiality is essential. ***Share your knowledge only with appropriate professional colleagues.***

- Try to get some support for yourself if you need it.

5. Referrals

If you have a concern that a child is being abused or is at risk of being abused, it will be taken seriously. It is vitally important that you share the information with the Designated Safeguarding Lead immediately. You should record the information and include the date/time you received information or had concerns, the nature of the concern including any physical marks seen or anything that the child or someone else has told you. Please see Section 5 Dealing with Disclosures and Section 6 on Recording. If you cannot find one of the designated safeguarding leads, you must promptly report your concerns to Children’s Social Care yourself on 0207 527 7400 and follow up in writing CSCReferrals@islington.gov.uk.

Out-of-hours referrals (after 5 pm and weekends) should be made to 020 7226 0992.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “*it could happen here*”.

Anyone can make a referral if they fear a child is in immediate danger. They must inform the designated safeguarding lead that a referral has been made, as soon as possible.

Circumstances where any member of staff can make a referral are:

- The situation is an emergency and the designated safeguarding lead, their deputy, the head teacher and the chair of governors are all unavailable;
- They are convinced that a direct report is the only way to ensure a child’s safety;
- For any other reason they make a judgement that direct referral is in the best interests of the child.

Key Points for Taking Action

- In an emergency take the action necessary to help the child, for example call 999;
- Report your concern to the DSL immediately;
- Do not start your own investigation;
- Share information on a need to know basis only – do not discuss with colleagues, friends or family;
- Complete a record of concern;

- Seek support for yourself if you are distressed, finding it difficult to cope or would like to talk through some issues.

6. Multi-Agency Strategy Meetings

Whenever there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm there should be a strategy discussion involving local authority children's social care (including the residential or fostering service, if the child is looked-after), the police, health and other bodies such as the referring agency. This might take the form of a multi-agency meeting or phone calls and more than one discussion may be necessary.

A strategy discussion can take place following a referral or at any other time, including during the assessment process and when new information is received on an already open case. Local authority children's social care should convene a strategy discussion to determine the child's welfare and plan rapid future action if there is reasonable cause to suspect the child is suffering or is likely to suffer significant harm. A local authority social worker, health practitioners and a police representative should, as a minimum, be involved in the strategy discussion. Other relevant practitioners will depend on the nature of the individual case but may include:

- the practitioner or agency which made the referral
- the child's school or nursery
- any health or care services the child or family members are receiving

All attendees should be sufficiently senior to make decisions on behalf of their organisation and agencies

Recording and Sharing Information

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm.

Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason, it is vital that concerns are recorded comprehensively and accurately so that they can be monitored and emerging patterns noticed. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it either on CPOMS or on a Safeguarding Concern Form noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and will include any action taken at the time. Paper concern forms will need to be signed by the person reporting the concern and the receiving DSL. The DSL (or deputy) will decide on the next steps and record this accordingly.

All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.

Where a pupil transfers from our school to another school / educational setting (including college), the DSL (or deputy DSL) will copy their child protection file in its entirety and forward the original file to the new educational setting. This will be marked 'Strictly Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and place this on the copied file which will be archived in line with our retention policy.

Where the school is unable to make contact with the pupil's family and are concerned that the pupil may be missing or at risk, the LA will be notified via the Missing Pupil Alert – see **Appendix 3**. When the school removes a pupil from the school roll an Off Rolling Form should be completed and sent to the Local Authority (pupilservices@islington.gov.uk) – see LA Off-Rolling Notification Form at **Appendix 4**. The school will log onto the Department of Education's secure access system <https://sa.education.gov.uk/idp/Authn/UserPassword> to record details of the pupil.

Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records. It is not always possible to know whether a small or vague concern held today may increase

It is expected that all staff are aware of the importance of sharing information and working with other professionals to get a full picture of need so that the right help can be given to a child and that everyone who works with children has a role to play in identifying concerns, sharing information and taking prompt action.

7. Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

All matters relating to child protection are strictly confidential. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child protection information regarding children in our school will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the child. All staff are expected to conform to the school's standards of good professional practice and maintain confidentiality appropriately at all times.

In accordance with statutory requirements, child protection concerns must be reported to the DSL and may require further referral to and subsequent investigation by statutory agencies (i.e., children's social care and police).

All staff must be aware of their responsibility to share information with the Head Teacher and with other agencies in order to protect and safeguard children. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that **any** member of staff can contact Children's Social Care if they are concerned about a child.

Advice can be sought where necessary from The Children's Services Contact Team on 020 7527 7400 csctreferrals@islington.gov.uk, the Principal Officer, Safeguarding in Education, Access & Engagement Service, 020 7527 5845/3747 or via pupilservices@islington.gov.uk for her attention.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. As in line with GDPR guidelines extensive effort will be made to prevent unauthorised access and sensitive information will not be stored on laptop computers, which by the nature of their portability, could be lost or stolen. If it is necessary to do so, they should be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

No one in the school may guarantee confidentiality to a parent or carer. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that any information which leads an adult to be concerned that a child is suffering or is at risk of suffering harm will be shared with the DSL in order to take measures to safeguard the child or other children at risk. Advice on Dealing with Disclosures is on pages 15 and 16 of this policy.

8. Overall Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential.

However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

All staff, governors and volunteers will read Keeping Children Safe in Education 2019, part 1 and Annexe A. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.

9. The Head teacher

The Head teacher works in accordance with the requirements upon all school staff (see below). In addition, she ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

The Head Teacher manages all concerns about the conduct of adults in the school in relation to safeguarding and child protection.

10. The Designated Safeguarding Lead (DSL)

The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Islington's Children's Social Care (Children's Services Contact Team) or other local authorities are made in accordance with London Child Protection Procedures. They work with statutory, targeted and universal agencies as required.

The DSL is supported by deputies:

Terri Higgins - Head Teacher

Myra McCaughey - Pastoral Care and Attendance Lead

Carol Payne – SENCo

Frances Wood – Out of School Hours Learning Manager.

who are trained to the same standard as the DSL. Ultimate lead responsibility for safeguarding and child protection remains with the DSL whose responsibility cannot be delegated. In addition to their formal training, their knowledge and skills are updated, e.g. via e-bulletins, meeting other DSLs, taking time to read and digest safeguarding developments at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The DSL takes lead responsibility for:

- Referring all cases of suspected abuse to CSC and:
- The Local Authority Designated Officer where there are allegations against staff
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Head Teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Co-ordinating early help assessments for children within the school.
- The DSL takes lead responsibility for keeping full written chronological records of all concerns about a child even if there is no need to make an immediate referral to CSC. These records are kept confidentially and securely and are separate from other pupil records.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If for any reason the DSL is unavailable, one of the named deputy DSLs will act in their absence.

- Ensure that Records of all child protection training undertaken are kept for all staff and governors.

Training

The DSL (and deputy) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills through attending DSL briefings and reading safeguarding newsletters, e.g. NSPCC Casper Weekly Updates. So that they Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

The DSL ensures the Head teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.

The school ensures that the DSL (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate.

11. The Governing Body

The Governing Body holds responsibility for ensuring that the safety of the children in this school is at all times of paramount importance. The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The governing body ensures the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

Maintained schools: Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a

regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.

The Governing Body must review school policies annually.

The designated safeguarding governor is responsible for:-

- (1) Liaising with the Head Teacher/Designated Safeguarding Lead regarding child protection issues. This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.
- (2) Liaising with the Head Teacher/Designated Safeguarding Lead to produce an annual report for governors and the local authority.

12. All school staff and volunteers

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. This includes children and young people who:

- Are disabled and have specific additional needs
- Have special educational needs (whether or not they have an Education, Health and Care Plan (EHCP))
- Are young carers
- Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Are frequently missing/going missing from care or home
- Are at risk of modern slavery, trafficking or exploitation
- Are at risk of being radicalised or exploited
- Are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Are misusing drugs and alcohol themselves
- Have returned home to their family from care
- Are privately fostered.

All staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.

All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

All members of staff know how to respond to a pupil who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DSL, or, in their absence, the deputy DSL.

If, in exceptional circumstances, the DSL (or deputy) is not available, staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

All members of staff know how to access edition 5 of the London Child Protection Procedures at www.londoncp.co.uk

All staff are aware of the schools 'Whistleblowing Policy' and how to access it.

In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include:

- Indicators of abuse
- Prevent
- CSE
- Online Safety
- FGM
- County Lines
- Sexual violence and sexual harassment

Induction for all new members of staff, governors and volunteers will include:

- safeguarding and child protection policy
- staff code of conduct and staff acceptable use policy
- behaviour policy
- procedures for managing children who are missing education

13. Safer Recruitment

Safe recruitment and selection practice is vital in safeguarding and protecting children. The Governing Body recognises and takes seriously its responsibility to adopt practice which minimises risk to the children in this school by ensuring that measures are in place through this practice to deter, reject or identify people who might abuse children or who are unsuitable to work with them. The Governing Body is committed to evidencing this practice in relation to all staff working with children in the school.

The safety and well-being of children is borne in mind at all times throughout the recruitment and selection process. The school follows guidance issued by Islington Council Schools' HR Service and that contained in the national guidance 'Keeping Children Safe in Education' 2018. The school has adopted the Schools HR Safer Recruitment Guidance which includes guidance on the disqualification declaration requirement for early and later years' staff.

In accordance with this, the school makes sure that appropriate checks are carried out on new staff, volunteers and parent helpers and bears in mind the safety of children when drawing up job descriptions and person specifications, advertising posts, calling for and scrutinising references and picking up on gaps in employment history through to the interview process and carrying out enhanced Disclosure and Barring Service (DBS) and professional checks and verifications of qualifications and identity. The school also ensures that at least one member of any interview panel has attended Safer Recruitment Training and that this is refreshed two yearly.

The members of staff who have attended safer recruitment training are:

Terri Higgins
Jennie Haughton

Myra McCaughey
Sam Jones
Krystle Stack

School governors who have attended safer recruitment training are:

Jessica Woods
Faith Glasgow

The school holds information on a Single Central Register which includes information such as identity checks, DBS disclosure dates, qualifications, a declaration regarding the disqualification by association requirement and the right to work in the UK. The member of staff responsible for keeping the Single Central Record is **Jennie Haughton, School Business Manager**.

All new members of staff will undergo an induction that includes familiarisation with the

- Staff Code of Conduct (to include acceptable use policy, staff/pupil relationships and communications including the use of social media and other related matters)
- Safeguarding and child protection policy
- Part 1 and Annex A of Keeping Children Safe in Education 2019
- Information regarding the role of the Designated Safeguarding Lead and identification of their child protection training needs.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked and the school will check identification of any supply or agency staff.

In addition to obtaining a disclosure and barring service certificate, anyone appointed to carry out teaching work at the school has an additional check to ensure they are not prohibited from teaching. A person who is prohibited from teaching will not be appointed to work as a teacher in this school.

Volunteers

Volunteers including governors will undergo checks commensurate with their work in the school and contact with pupils.

Supervised Volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding health and safety regulations to ensure children in school are kept

safe. The Head Teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

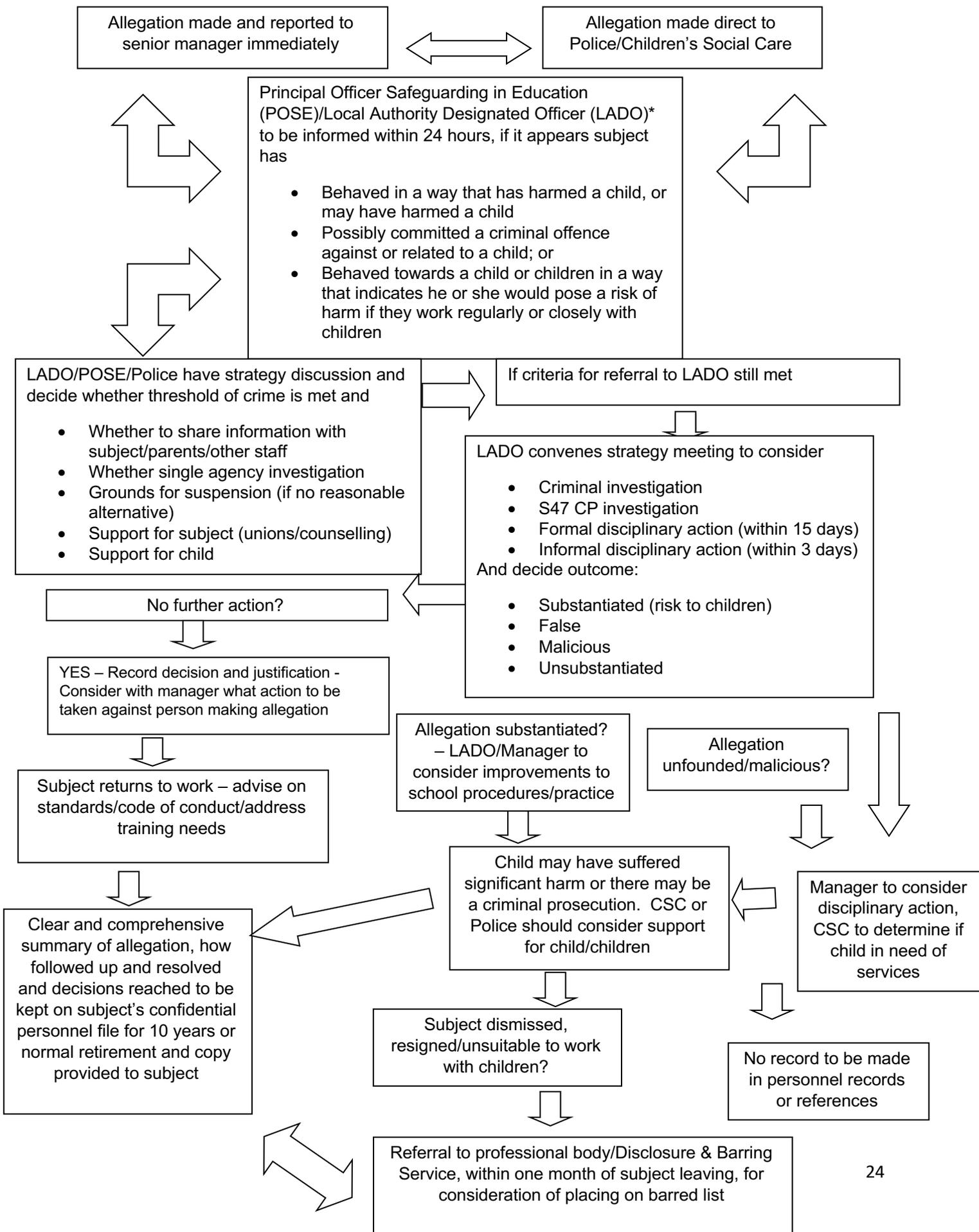
14. Abuse of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

(the School's Code of Conduct sets out our expectations of school staff and is signed by all staff members.

Managing Allegations Against Staff in School



15. Allegations against school staff and volunteers

Staff are aware of the process to handle allegations against staff including the Head Teacher. Part 4 of Keeping Children Safe in Education 2019, sets out the process that must be followed.

The Local Authority Designated Officer is contactable on 0207 527 8102/8066 and LADO@Islington.gov.uk. The Principal Officer, Safeguarding in Education is contactable on 0207 527 5845/3747 and on Pupilservices@Islington.gov.uk.

Head Teachers/Chairs of Governors have a duty to report to the LADO within 24 hours if it is alleged that a member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates that he or she is unsuitable to work with children

The allegation will be dealt with according to the process laid out in Part 4 of 'Keeping Children Safe in Education' 2019 and Appendix 5 of Working Together to Safeguard Children, 2018. The Head Teacher or the Chair of the governing body (if it is an allegation about the Head Teacher) will work with the Principal Officer Safeguarding in Education (POSE)(020 7527 5845/3747) and the Local Authority Designated Officer (LADO) (020 7527 8102/8066) to confirm the details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team.

The Head Teacher/Chair of Governors will not investigate the incident by interviewing either those directly involved or any witnesses as this is likely to jeopardise any subsequent criminal investigation unless this has been agreed after consultation with the POSE/LADO.

Allegations against staff should be reported to the Head Teacher. Allegations against the Head Teacher should be reported to the chair of governors. Staff may also report their concerns directly to the Police or Children's Social Care if they believe direct reporting is necessary to secure action.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

See flowchart on page 23 of this policy.

The Head Teacher/Chair of Governors will establish and share with the POSE/LADO:

- That an allegation has been made
- The general nature of the allegation e.g. whether child sustained injury/mark
- When and where the alleged incident occurred
- Who was involved and whether any other persons were present
- What the view of the parents is
- Background information on the member of staff and child/children

The information will be shared with Children's Social Care who will liaise with the Police Child Abuse Investigation Team in relevant cases, and a decision will be made as to whether a strategy meeting will take place; the Head Teacher/Designated Safeguarding Lead will

attend the strategy meeting unless the allegation is about the Head Teacher in which case the Chair of Governors will attend.

If you have concerns about a colleague

- a. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.
- b. The school works in accordance with statutory guidance and the Allegations against Staff/Volunteers (ASV/LADO) procedures (LSCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current London Child Protection Procedures provides detailed information on this.
- c. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head teacher (or the Deputy Head teacher in their absence). This role is distinct from the DSL as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.
- d. Where the concern involves the Head teacher, it should be reported directly to the Chair of Governors.
- e. ASV/LADO procedures (LSCB, 2017) require that, where an allegation against a member of staff is received, the Head teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **0207 527 8101/8102** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school will not carry out any investigation before speaking to the LADO.

16. Whistleblowing

- a. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
- b. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.
- c. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.
- d. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

17. Referrals to the Disclosure and Barring Service

Under Sections 35-45 Safeguarding Vulnerable Groups Act 2006, employers have a legal duty to refer to the DBS when permission for an individual to engage in regulated activity is withdrawn, had the individual not resigned, retired, been made redundant or transferred out of regulated/controlled activity because they think the individual has:

- (a) engaged in 'relevant conduct' and
- (b) satisfied the 'harm' test

A referral should not wait until the end of the disciplinary process. A withdrawal does not necessarily mean permanent removal, it can include a temporary removal to another role, removing a volunteer from an 'approved list' or suspension in some circumstances. Guidance on how to make a referral to the DBS is at:

<https://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints>

18. Extended Services and Activities

The Governing Body of the school is responsible for controlling the use of school premises both during and outside school hours, except where a trust deed allows a person other than the Governing Body to control the use of the premises, or a transfer of control agreement has been made.

Where services are provided directly under the supervision and management of the school, the school's child protection policy and procedures will apply.

Where activities and services are provided separately, the Governing Body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place and that there are agreed arrangements to liaise with the school on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Governing Body.

The Governing Body will only work with providers that can demonstrate that they have effective child protection policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff are compatible with those of Islington Council and government guidance. The Governing Body will enter into a formal letting contract with the provider once these conditions are met but reserve the right to withdraw permission for any letting at any time.

Services Provided by the Extended School

There will be at any one time, a number of professionals delivering services to children and families on behalf of the school in the community as well as on the school site. These professionals may be employed by partner agencies such as Children's Social Care, Health, or other agencies.

All staff providing services to children whether in school or in the community on behalf of the school, must adhere to the school's child protection policy.

Staff from partner agencies working with children in the community will follow the referral procedures of their own agency and will inform the DSL that they have made a child protection referral as a matter of priority.

Shared sites

Where children attend other school sites it is the responsibility of the DSL for that site to manage any concerns about those children appropriately, ensuring that there is good communication, liaison and information sharing with the DSL for the school on which the child is on roll or at which the child is based.

A concern about a child should be raised and discussed with the DSL for the child's school immediately. Should a child make a disclosure to a member of staff whilst not on their own school site, the DSL for the school site on which the disclosure is made will refer the matter to Children's Social Care but will inform the DSL for the child's 'parent' school that they are doing so and will copy them into the referral form and ensure that they are aware of any action to be taken by Children's Social Care so that they can play their part in the process and contribute appropriate and necessary information.

19. Supporting children

We recognise that a child who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our school may provide a vital source of stability in the lives of children who have been abused or are at risk of harm. We recognise that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

We aim to support all children in our school by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy;
- Promoting a caring and safe environment within the school and
- Providing opportunities through the Foundation Stage and PHSE curricula for children to learn strategies to protect themselves, ask for help and support and gain confidence in standing up for their rights and valuing and respecting others.
- Working in partnership with other services involved in safeguarding children and notifying Children's Social Care as soon as there are significant concerns about a child.

20. Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and they are encouraged to speak to a member of staff in confidence about any worries they may have.

21. Peer on Peer Abuse and Bullying

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice based bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head Teacher and the Designated Safeguarding Lead will consider implementing child protection procedures.

22. The Prevent Duty

Prevention of Radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- The school ensures that pupils are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering and will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- All staff are expected to complete the online general awareness training module on Channel, http://course.ncalt.com/Channel_General_Awareness/01/index.html a programme focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Where a member of staff has a concern about a particular pupil they should follow normal safeguarding procedures, discussing with the DSL and where necessary with children's social care. The Department of Education has a dedicated telephone line 020 7340 7264 and email counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Indicators of vulnerability to radicalisation are included at **Appendix 6 and further information can be found in Keeping Children Safe in Education, appendix A.**

CHANNEL

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

23. Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The DSL and Designated Teacher for Looked After Children have details of the child's social worker and contact details for the Head Teacher of the Virtual School: 0207 7527 7708.

24. Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education. The responsible member of staff for coordinating work experience placements is **Myra McCaughey**

25. Host Families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in Keeping Children Safe in Education, Annex E, to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

26. Early Help (formally CAF)

If Early Help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

The Early Help approach is designed to be used when:

- there are concerns about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- a child or young person, or their parent/carer, raises a concern
- a child's or young person's needs are unclear.

If a child or young person reveals they are at risk, school staff should follow child protection procedures immediately.

School staff work with Social Care, the Police, health services and other services to promote the welfare of children and protect them from harm, including a coordinated offer of early help and allow access for local authority staff to conduct or consider conducting Section 17 or Section 47 assessments.

27. 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.

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

- a joined-up assessment (usually an Early Help Assessment)
- a lead professional (LP) to coordinate the work
- the child / young person and family at the centre of the process
- a virtual or flexible multi-agency team that will change as needs change
- coordination at the point of delivery
- a TAC support plan to meet the needs of the child / young person
- regular meetings to which the child / young person and families are invited to attend.

28. Multi-Agency Working

- a. It is the responsibility of the DSL to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.
- b. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.
- c. If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.
- d. Where the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's social worker immediately and then record that they have done so and the actions agreed.

29. Supporting Staff

We recognise that child protection is a difficult and sometimes upsetting subject for those who work with children. Working with a child who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DSL or Deputy DSL and to seek further support as appropriate.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice, such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures. A copy of 'What to do if you're Worried a Child is Being Abused 2015' should be made available to every member of staff.

The NSPCC whistle-blowing helpline can be used to anonymously raise concerns on 0800 028 0285. The Council's Employee Assistance Programme can provide emotional support and counselling, both at home at in personal lives – 0800 243458.

Visit <http://www.workplaceoptions.co.uk/member-login-2/> Client ID: Islington, password: employee.

We believe that working within a school that has clear child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

The Designated Safeguarding Lead receives supervision from:

The Local Authority

30. Working in Partnership with Parents and Carers

The Governing Body and staff of the school are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected are we able to work holistically with children.

Parents and carers will be given access to our child protection policy and a summary of it will be included in the literature given to those whose children are new to the school. We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns about children with Children's Social Care.

Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to the Children's Services Contact Team.

There may be rare instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting the Children's Services Contact Team. This would happen when the DSL or a Deputy DSL in her absence, judges that to do so would increase the risk to the child.

31. Restraint and Reasonable Force

Section 93 of the Education and Inspections Act 2006 gives school staff (including support staff, non-teaching staff and voluntary staff) the legal power to use force. Reasonable force can be used in many situations:

- a. To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- b. To control pupils or to restrain them.
- c. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

This includes occasions when the pupil is not on school premises e.g. on school visits.

Section 45 of the Violent Crime Reduction Act 2006 gives Head Teachers and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. If resistance is expected, schools MUST call the Police. Further guidance is in the Department for Education's Guidance, 'Use of Reasonable Force - Advice for Head Teachers, Staff and Governing Bodies': <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> .

Guidance should be given to staff on appropriate behaviour including the use of physical restraint. Further guidance to staff can be found in the school's guidelines for the use of reasonable force. There is a rigorous procedures and a recording system in place.

Parents/carers should be informed when restraint has been used and protocols agreed with parents/carers if use of restraint is thought likely. It is good practice for the member of staff with responsibility for child protection to check the record and to give the member of staff involved in the incident a copy.

Pupils displaying extreme behaviour in relation to a learning disability, autistic spectrum disorders, behavioural, emotional and social difficulties or pupils with severe behavioural difficulties should be handled according to the 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties'

<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties.pdf>

S548 Education Act 1996 states that the use of force as a punishment is unlawful.

32. Children with Additional Needs and/or Disabilities

We recognise that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
- Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied and
- Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect

Further information on safeguarding disabled children is available in the government guidance 'Safeguarding Disabled Children, Practice Guidance'.

Staff working with children in any capacity, must be particularly aware of and sensitive to how the effects of abuse or harm may present, and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs as well as their academic needs and take these into account when working with them and their families. Concerns should be shared immediately with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or, in their absence, another member of the designated safeguarding team.

The staff in this school will have important information about individual children's presentation, their levels of understanding and how best to communicate with them.

All staff working with children with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to recognise and report any concerns.

When working with children with disabilities, staff must be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;

- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances;
- Inappropriate invasive procedures.

33. Promoting the Well-being of Pupils

The School will promote the well-being of all its pupils as per the Education and Inspections Act 2006. Well-being is defined in the Children Act 2004 in terms of:-

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution children make to society;
- social and economic well-being.

Every Child Matters is a set of reforms supported by the Children Act 2004. The school's aim is for every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

The school believes in involving children and young people in this process.

34. Attendance, the School Roll and Missing Pupils

The school can lawfully delete a pupil from the admission register on the grounds prescribed in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 for the following reasons:

1. Removed from school by parents and being educated at home.
2. Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
3. Has a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school
4. Is in custody for a period of more than four months due to a final court order
5. Has been permanently excluded
6. Is registered at another school and written confirmation has been received from the proprietor of the other school
7. Is required to attend another school named on a court order.
8. Ceases to be of compulsory school age.
9. Has died

The school will hold at least 3 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Pupil Services, Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more. **If there are safeguarding concerns, this should be referred to Children's Social Care without delay.**

If a pupil leaves the school without notice being given by the parent or without the school being advised of the new address and/or school the pupil is to attend, the school will notify the Access & Engagement Service so that missing pupil procedures can be initiated using the Missing Pupil Alert at Appendix 3.

The school will:

- Work with the LA in making reasonable enquiries to establish the whereabouts of any pupil reported as missing.
- Provide a named destination for any pupil removed from the school roll. The destination should be entered in SIMS and provided to the LA using the LA Off-Rolling Notification form.
- Inform the LA within 5 school days of any new admission to the school – through *SIMS*.

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education, partially repeatedly, can act as a vital sign of a range of safeguarding possibilities. This may include abuse or neglect, which may also include sexual abuse or sexual exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions. The school will follow up any absences, investigate and address the reasons and use every effort to improve attendance. If the school has exhausted all its efforts to improve attendance, a referral will be made to the Access & Engagement Service requesting statutory action via pupilservices@islington.gov.uk 020 7527 3747.

Specific Safeguarding Issues

35. Private fostering

Privately fostered children are cared for by someone other than a parent or close relative (e.g. step-parents, siblings, siblings of a parent and grandparents) for 28 days or more.

School staff have a statutory duty to make a referral to Children's Social Care (020 7527 7400) if, in relation to a child up to the age of sixteen:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, including concerns about the child's welfare
- Further information about private fostering arrangements can be found at <http://www.education.gov.uk/childrenandyoungpeople/safeguarding/safeguardingchildren/a0068804/private-fostering> and www.baaf.org

36. Trafficked and Exploited Children

A trafficked child is coerced or deceived by the adult who brings him/her into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes.

Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked. Further information is available in 'Safeguarding Children who may have been Trafficked'.

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>"

37. Harmful traditional practices

The school recognises the abuse that children can be subject to as a result of harmful traditional practices. These can be based on tradition, culture, custom and practice, religion and/or superstition and can include abuse linked to a belief in spirit possession, breast ironing and force feeding as well as forced marriage, female genital mutilation, so called honour-based violence and honour murders.

Staff recognise that these practices can have a detrimental effect on the physical, mental and emotional health of the child and can involve bias against groups of children, particularly girls and children with disabilities. Many involve physical abuse and pain, leading in some cases intentionally, to death or serious injury. Others involve mental abuse.

If a member of staff suspects a child may be at risk of abuse through a harmful traditional practice, they should follow usual child protection procedures by alerting the DSL promptly.

Further guidance is available on the safeguarding board website

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Harmful-Practices.aspx>

38. Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

39. Child sexual exploitation

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

(Department of Education (DfE), 2017)

The three broad categories are of CSE are:

- (1) inappropriate relationships
- (2) 'boyfriend' model of exploitation and peer exploitation; and
- (3) organised/networked sexual exploitation or trafficking.

The key indicators of child sexual exploitation can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff are aware that victims of sexual exploitation often do not recognise themselves as such.

As trafficking is closely related to child sexual exploitation, there is further guidance on "Safeguarding Children and Young People from Sexual Exploitation: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation

If staff suspect a child has been sexually exploited or is at risk of sexual exploitation they must share the information with the DSL/Head Teacher without delay. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

The DfE's guidance "What to do if you suspect a child is being sexually exploited" is here: [What to do if you suspect a child is being sexually exploited - Publications - GOV.UK](#)

40. Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. Research indicates that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. If staff become concerned about a pupil's sexualised behaviour they should speak to the designated safeguarding lead as soon as possible.

41. Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.

We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

42. Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate

support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Not dismissing or tolerating such behaviours as this risks normalising them.

Upskirting’ typically involves taking a picture under a person’s clothing without them knowing with the intention of viewing their genitals or bottom to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

All staff must ensure that reports of sexual violence and sexual harassment are reported, immediately, directly to the DSL. All victims must be taken seriously, supported and kept safe. Following a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

Risk assessments should be recorded and kept under review. The DSL (or deputy) should ensure they are engaging with Children's Social Care and specialist services as required. As a school, we recognise that we must respond on a case-by-case basis, supported by Children's Social Care and the police if required. When a disclosure, report is given, the school should consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

As a school we will ensure that all staff act in the best interests of the child. School will reference the four scenarios below when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally – the school manages incidents.
2. Early help – multi-agency early help
3. Referrals to Children's Social Care
4. Reporting to the police – in parallel to Children's Social Care

School acknowledge that when there is a criminal investigation that there is joined up working between the school, Children's Social Care and the police so that the victim, alleged perpetrator and other children involved are supported. We understand that there may be delays in any criminal case but as a school, we should not wait for the outcome before protecting the victim, alleged perpetrator and other children in the school. Regardless of whether a child is convicted of a crime or not, all the children involved should be protected. The school will ensure that appropriate support is available on an ongoing basis to the victim. The guidance includes sources of specific support, this includes the school considering safeguarding issues around the victim and alleged perpetrator sharing classes

and sharing space at School. School recognises the need to manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves.

43. Forced marriage/honour violence/killings

It is an offence to force someone to marry against their will - section 74 of the Serious Crime Act 2015. A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and duress is a factor.

A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional.

Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway.

Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has often been linked to 'honour killing' or violence.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to the Children's Services Contact Team on **0207 527 7400** and if the risk is acute, to the Police Child Abuse Investigation Team **020 8733 4286**.

School staff should not treat any allegations of forced marriage or honour- based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage.

For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit <https://www.gov.uk/stop-forced-marriage> 020 7008 0151 and the Karma Nirvana Honour Network Helpline 0800 5999 247.

44. Female genital mutilation

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a mandatory duty on **teachers** (and other professionals) to notify the police, on **101**, of **known** cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures. NB: It is the

responsibility of the person who hears the disclosure of FGM to report the matter to the police on 101

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs, which is usually carried out in secret and without anaesthetic. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The practice is common to some African, Asian and Middle Eastern communities in the UK, it is considered as normal and a way of preserving cultural identity. This life-threatening initiation ritual leaves victims in agony and with physical and psychological problems that can continue into adulthood. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. School staff should be alert to the following indicators:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the toilet due to difficulties urinating
- Long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.
- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation.

Since 31 October 2015, regulated health and social care professionals and teachers in England and Wales have been legally required to report 'known' cases of FGM in under 18s, which they identify in the course of their professional work, to the police. It is an expectation that they discuss any such case with the school's Designated Safeguarding Lead and Children's Social Care to be involved as appropriate. Staff should be alert to the need to act quickly and not to mediate with or alert parents to professionals' concerns.

Guidance is available in 'Safeguarding Children from Female Genital Mutilation' <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> . Guidelines for schools are contained in Chapter 9 of 'Female Genital Mutilation, Multi agency Practice Guidelines' <http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Talking about FGM can be difficult and upsetting. School staff may wish to speak with their line manager or Designated Safeguarding Lead if they are affected by what they have heard.

NSPCC dedicated helpline for advice and support

An NSPCC helpline will give advice, information and support for anyone concerned that a child's welfare is at risk because of female genital mutilation. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the Police or Social Services. The Metropolitan Police force is also supporting the FGM helpline as part of its crime prevention work.

If you are worried that a child may be at risk of FGM, you can contact a 24 hour helpline anonymously on **0800 028 3550** or email fgmhelp@nspcc.org.uk.

45.Domestic Violence

The Home Office definition of Domestic violence and abuse was updated in May 2018 as: 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 abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional."

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim." This definition includes so called *honour* based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

All agencies need to work together to identify and protect these children/young people. It has been widely understood for some time that coercive control is a core part of domestic violence and it is important to recognise coercive control as a complex pattern of overlapping and repeated abuse perpetrated within a context of power and control.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship. Seeing or overhearing violence to another person in the home has adverse effects on a child's development and welfare. Unborn children are also at increased risk; domestic violence is a prime cause of miscarriage, still birth, premature birth, foetal psychological damage, foetal physical injury and foetal death.

Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, emotional abuse and / or neglect.

Significant harm

The legal definition of significant harm includes "the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home". Professionals should apply the London Safeguarding Children Board guidance to all situations of domestic violence, for example, where it is perpetrated by women or girls against men and boys, within same sex relationships and from a child.

Professionals should be aware of the possibility that adolescents could be experiencing violence within intimate partner relationship. Therefore, if staff are aware that a child is witnessing or hearing domestic violence, they should inform the DSL, who should in turn refer the matter to the Children's Services Contact Team on 020 7527 7400.

Operation Encompass

The school is part of a project that will run jointly between schools and the Metropolitan Police.

Operation Encompass is the medium of notifying schools, prior to the start of the next school day, when a child or young person has been exposed to, or involved with, any domestic incident. We know that children can be significantly physically or emotionally harmed when this is the case and the information received will be used to make sure the right support is available for children and their families.

Operation Encompass will ensure that the Designated Safeguarding Lead, can use any information that has been shared, in confidence. At the same time the school will be able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

Highbury Quadrant are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved.

46. Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

- like other forms of abuse and exploitation, county lines exploitation:
- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

47. Serious Violence

All staff are aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These 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 decline in wellbeing
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

Guidance is provided in the Home Office's 'Preventing youth violence and gang involvement' <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its 'Criminal exploitation of children and vulnerable adults: county lines' guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>.

(Keeping Children Safe in Education 2019)

48. Young Carers

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child's health and development.

The school will refer to Family Action islingtonandcamdenyoungcarersreferrals@family-action.org.uk if they suspect a child has caring responsibilities and/or seek advice:

- Email: islington.youngcarers@family-action.org.uk,
- Telephone: 020 7272 6933
- Address: Family Action Islington, Young Carers Service 608 Holloway Road London N19 3PH

Government guidance is contained in 'Improving Support for Young Carers' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182291/DFE-RR084.pdf

49. Young Runaways

Statutory guidance for children who run away and go missing from home or care is available https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

A Young Runaway's Action Plan is also available <http://education.gov.uk/publications/standard/publicationDetail/Page1/RUNAWAYS08>.

The school recognises that repeatedly going missing should not be viewed as a normal pattern of behaviour. For example, repeat episodes of a child going missing can indicate sexual exploitation.

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and maltreatment or abuse, problems at school including bullying and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking.

The school will educate young people 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. If school staff become aware of a young runaway, they should ensure they inform the DSL who will alert the school's Police Liaison Officer and parents/carers. A return interview should always be offered by Targeted Youth Support.

50. Are You Worried About a Child?

Concerns that a child may be being abused, maltreated or neglected, please ring Islington's Children's Services Contact Team on 020 7527 7400. They will be able to advise on what action, if any, needs to be taken. If your concern is out of hours please call the Emergency Duty Team (5pm to 9am, Weekends and Bank Holidays) 020 7226 0992.

More information and related documents available here:

<http://www.islingtonscb.org.uk/Pages/Are%20you%20worried%20about%20a%20child.aspx>

51. Statutory Guidance and Legislation:

- a. Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- b. The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the [Islington Safeguarding Children Board](#) (ISCB). In Islington (and London) all professionals must work in accordance with the London Child Protection Procedures (LCPP), 2018.
- c. Our school works in accordance with the following legislation and guidance:
 - [Keeping Children Safe in Education](#) (DfE, 2019)
 - [Working Together](#) (HMG, 2018)
 - Education Act 2002
 - Children Act 2004
 - Children Act 1989

- Data Protection legislation (including the General Data Protection Regulation, 2018).
- Information sharing advice for safeguarding practitioners (HMG, 2018)
- What to do if you're worried a child is being abused (HMG, 2015)
- Counter-Terrorism and Security Act (HMG, 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Education (Pupil Registration) Regulations 2006
- Sexual Offences Act (2003)
- Searching, screening and confiscation (DfE, 2014)
- Preventing and Tackling Bullying (DfE, 2017),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

52. Useful Contacts

Police	999
Islington Children's Services Contact Team	020 7527 7400
Children's Social Care Out of hour (after 5pm and weekends)	020 7226 0992
Islington Child Protection Advisors	020 7527 8101
Principal Officer Safeguarding in Education	0207 527 5845/3747
Local Authority Designated Officer	020 7527 8102/8066
Islington Police Child Abuse Investigation Team	020 8733 4286
Islington Safeguarding Children Board	020 7527 4209/4234
Islington Women's Aid (Solace)	0808 802 5565
Domestic Violence National Helpline	0808 200247
Forced Marriage Unit	020 7008 0151
Karma Nirvana Honour Network Helpline	0800 5999 247
NSPCC	0800 800 500
Childline	0800 1111

Appendix 1 Recording and Tracking Sheet



SAFEGUARDING AND CHILD PROTECTION CONCERN FORM

To be completed by the member of staff/volunteer reporting the concern. Please ensure all sections are completed.							
Child's name							
DOB		Class					
Date and time of concern/incident		Location					
Details of concern/incident: (factual information only)							
(continue on a separate sheet if necessary)							
Reported to (please tick)	Sam Jones DSL	<input type="checkbox"/>	Myra McCaughey Deputy DSL	<input type="checkbox"/>	Carol Payne Deputy DSL	<input type="checkbox"/>	Terri Higgins Deputy DSL
Your name				Role			
Signed				Date and time			
To be completed by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead							
Immediate action taken (e.g. discussion with parent/carer, logged on chronology, advice sought and/or referral to statutory or Early Help services)							
Parent response to concern/incident? (If discussed with parent/carers, note discussion and include on chronology (if applicable) Consent given to refer? Yes No							
Name:				Designation:			
Signed:				Date:			

Appendix 3 – Missing Pupil Alert

Missing Pupil Alert

Current school	
Child Name	
DOB	
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	Head teacher’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 up 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	
<p>Other risks</p> <p>Please comment on any other risks not covered above</p>	
<p>Summary of actions taken</p> <p>Include attempts to talk to child on mobile phone and attempts to contact friends & family</p>	
<p>Completed by (full name)</p>	
<p>Signature</p>	
<p>Date</p>	

APPENDIX 4 – Taking Pupils off Roll

LA Off-Rolling Notification Form

GOLDEN RULES

- 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 head teacher.

PUPIL DETAILS

Current school	
Child's name	
Child's DoB	
UPN	
Parent/Carer name/s	
Address	
Telephone numbers	Mobile Home Work
Forwarding address, contact number, (<i>even if international</i>), 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 the 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 added to SIMS (School History – Tab 11)	YES/NO
Are there any safeguarding concerns?	YES/NO	If yes, what actions have you taken?	

REASON FOR LEAVING

Reason code/grounds for off-rolling (please see guidance overleaf)	1 2 3 4 5 6 7 8 9
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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 teacher's signature
--	--------------------------

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

Off Rolling Guidance

A pupil can lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006. The reasons below provide a summary.

NB

Islington's local protocol requires schools to notify the local authority of any pupil who has been absent for ten consecutive school days or more without permission using the **Missing Pupil Alert**. In such cases, the pupil must be kept on roll until the local authority authorises their deletion from the school's register.

Code	Reason
1.	Has been taken out of school by their parent/s and are being educated outside the school system. The parent must put this in writing and state how their child will be educated (e.g. to be electively home educated – <i>NB. Pupils with a Statement of SEN or EHCP must not be removed from roll until the LA has assessed the provision as different rules apply</i>).
2.	Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
3.	Has a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school.
4.	Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
5.	Has been permanently excluded (once the exclusion and appeal process have been completed).
6.	Is registered at another school and written confirmation has been received from the proprietor of the other school.
7.	Is required to attend another school named on a School Attendance Order or other Court Order.
8.	Has died.
9.	Ceases to be of compulsory school age.

Preservation of the Admission Register and Attendance Register

Every entry in the admission register and attendance register must be preserved for a period of three years after the date on which the entry was made.

Appendix 5 – Multi Agency Conference Report

This report template can be used by all agencies presenting at a Child Protection Conference in Islington.
Please advise the Chair in advance if there is information in this report that should not be shared with certain members at conference.

London Borough of Islington Multi-Agency Child Protection Conference Report

Agency's Name		Professional's Role / Job Title	
Professional's Name		Professional's e-mail address	
Professional's Address		Professional's Contact Number	
Date of Conference			

Child(ren)'s Details						
Forename	Surname	DOB	Address	Ethnicity	Disability or Special Need	School or Nursery

Details of Parents, Carers or Significant Family or Household Members							
Forename	Surname	DOB	Address	Ethnicity	Disability or Special Need	Relationship To Child	PR?

This report template can be used by all agencies presenting at a Child Protection Conference in Islington.
Please advise the Chair in advance if there is information in this report that should not be shared with certain members at conference.

<p>Overview of your agency's involvement with child/family</p> <p>Include factors relevant to your service such as:</p> <ul style="list-style-type: none"> • <i>type of service</i> <i>whether service is well used</i> • <i>Services or care provided</i> • <i>Difficulties</i> • <i>Progress to date</i> • <i>How long have you been involved</i> • <i>Any actions not completed</i> 	
<p>What are we worried about?</p> <p><i>Include what factors you consider to pose risk of significant harm or increase the risk of harm to the child/children?</i></p>	

This report template can be used by all agencies presenting at a Child Protection Conference in Islington.
Please advise the Chair in advance if there is information in this report that should not be shared with certain members at conference.

<p>What's working well?</p> <p><i>Safety Factors which you believe reduce the risks of harm to the child/children or help to ensure safety. Features of family life and parenting that have a positive effect on the children's lives.</i></p>	
<p>What needs to change or to happen?</p> <p><i>What do you believe will make this child or children safe?</i> <i>Professional input</i> <i>Family input</i></p>	
<p>What don't we know?</p> <p><i>This should incorporate any areas that are unclear or which the family do not accept</i></p>	

This report template can be used by all agencies presenting at a Child Protection Conference in Islington.
Please advise the Chair in advance if there is information in this report that should not be shared with certain members at conference.

What do you believe to be the likely outcome for the child(ren) if their current situation continues?	
What areas of risk or concern can your agency help the parents/carers to resolve? <i>Briefly describe what contribution your service can make to the child(ren)'s plan.</i>	

Author's Name		Designation	
Signature		Date	
Manager's Name		Designation	
Signature if appropriate		Date	
Has this report been shared with parents/carers?		Has this report been shared with the child(ren)/young person?	
If yes, date: If not, state reason why		If yes, date: If not, state reason why	

What are the views of the parents/carers and/or the child(ren)/young person on this report?	
--	--

This report template can be used by all agencies presenting at a Child Protection Conference in Islington.
Please advise the Chair in advance if there is information in this report that should not be shared with certain members at conference.

For review meetings, what difference do the child and parents think the plan has made to their lives and the difficulties they were facing?

Appendix 6 – Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
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.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



Safeguarding and Child Protection Policy

Review Date	Update September 2019	
Reviewed by	Terri Higgins, Head Teacher	
Next Review Date	September 2020	
Date Approved by Governors		
Governor's Signature	Please print name	Role