



ELIZABETH GARRETT ANDERSON SCHOOL

CHILD PROTECTION POLICY

This policy was adopted by the Governing Body in May 2014. The updated Policy was reviewed and adopted in October 2015.

This policy will be reviewed annually by the Governing Body when the Headteacher will report on its operation and effectiveness.

The Lead Governor for child protection is: **Sarah Ward Lilley**

The Designated Member of Staff (DMS) for child protection is: **Tina Southall (Associate Headteacher)**

The Deputy Designated Member of Staff for child protection is: **Sarah Beagley (Associate Headteacher)**

Child protection officers:

Sabrina McWilliams (Pastoral Support Professional), Holly Wilkins (Assistant Headteacher) Karen Bolden (Exams and Admissions Officer), Mel Hull (Officer Manager), Elaine Edwards (Admin Officer)

Summary of EGA practice

Outlined below are a summary of the procedures and practice that day to day ensure we do prevent our students from experiencing harm. As a school we view each student as an individual who can achieve whatever their background, starting point or aspirations. Any member of the school community may have challenges at any time, which may be barriers to their learning and progress. Some students may experience ongoing and complex challenges. We monitor students and take steps to enable them to remove / overcome barriers to learning wherever possible so they can achieve and have progression routes which enable them to make informed choices about their future.

Each year group consists of six tutor groups. The allocated tutor sees the group daily and remains with the tutor group as they move through the school. New tutors are allocated to tutor group if a member of staff leaves the school or takes on a role which has a wider pastoral responsibility (E.g. promoted to a Head of Year post). Each year team is lead by a Head of Year and is line managed by a senior member of staff. The Head of Year and line manager, where possible, remain with the year group throughout the year groups time at EGA. This ensures a team of staff who know the students well and are in a position to monitor attendance, presentation and academic progress and to notice changes at an early stage that may indicate harm or risk of harm.

All members of staff receive child protection training which is regularly updated. Reminders are given regularly through staff briefings and the staff bulletin. All staff are aware of their responsibilities and report concerns to members of the child protection team.

There are fortnightly meetings for each year group which we call PSPs (pupil support panels). These are attended by the Head of Year, Line manager, Sabrina McWilliams (Pastoral Support Professional), SENCO (Special Educational need coordinator) and other members of the extended services team who may be available (EWO (Education welfare officer), CAMHS psychologist (Child and adolescent mental health service)). These meetings discuss students where concerns of any sort have been raised and support is planned. The support may be internal pastoral support, an academic intervention or involve an external referral. The meetings also discuss and evaluate support that is already in place. Notes of these meetings are shared with the leadership team, Year team and with Heads of Faculty. Students may be discussed once or twice at panel as there may be a short term need (E.g adjustments made for a phased return following a broken leg). Students with allocated external support will be discussed at each panel for the duration of the support and after support is ended to monitor well being. All mid phase admissions will be discussed at panel. A summary of discussions and interventions are kept and analysed annually by pupil premium and ethnicity.

Extended PSPs are held once a term for each year group. The meetings are attended by members of PSPS with other key staff invited as appropriate (E.g Heads of English Maths and Science). At these are meetings the whole year group is discussed in terms of their: attendance; commitment to learning; academic progress; existing interventions and future needs. This meeting ensures all students progress across a range of indicators is reviewed and action taken as needed.

Lists of vulnerable students which is those who are: Looked after, have a child protection plan, have an allocated social worker or other external support worker are circulated to all staff at the start of each year and the list is regularly updated. This alerts staff to seek further information and guidance if needed. *A list of students with medical needs is also shared with staff, more information about medical needs is kept with designated first aiders, with the office and in SIMS.*

Reports of concern and disclosures can arise at any time of a school year. These are always followed up by a member of the child protection team who will discuss what has been reported and appropriate action with the designated officer. Referrals are made as needed to Children's social care in the students' borough of residence. Confidential records are kept with information shared on a need to know basis. The file of a student will indicate by their name that they have a CP file which alerts all staff to check before contacting home.

Students are empowered to be aware of risks/ harm and ways to access reports by education. This includes the PSHE (Personal, Sex and Health Education) curriculum and through other curriculum areas. Education includes work on rights and responsibilities, sex and relationships, healthy lifestyle choices, *discussing the situations and crises on a local national and global scale*, as well as specific lessons around areas of potential harm such as FGM, sexual exploitation, pornography and forced marriage. *Workshops are being developed to enable our students to be aware of the risks of political grooming, extremism and radicalisation.* There are displays around the school that signpost routes to support. Students are reminded regularly about our pastoral support professional and other staff who provide support around the school. Students do self refer and will also report concerns they have about their peers. The confidence with which students refer themselves and their peers is a reflection of the quality of education they receive across the school and the non judgemental approach taken by the child protection team when working with the most vulnerable of students.

Student files are kept electronically. All information of a sensitive or confidential child protection nature are kept in separate restricted access files with CP next to the students school file to indicate confidential records exist. Paper copies of child protection records are kept securely by the Designated officer. Other records such as PSP notes, PSP year on year summaries, disclosure records, staff training records and social worker/ other professional contact details are kept in the child protection folder (electronic) which is accessible only to members of the child protection team. The single central record is held by the Office Manager. Staff information is held securely by the School Business manager.

Our school procedures and practice deal with all forms of barrier to learning and includes concerns that will not meet thresholds for external intervention.

National guidelines expect a culture of it could happen here. At times we have supported students experiencing /at risk of experiencing all forms of abuse outlined in the formal policy and are constantly vigilant to signs of well being concerns.

Whilst staff at school are aware of the need to report concerns and that the child protection team will follow up concerns the policy that follows outlines in detail the roles and expectations of all along with information about signs of abuse and where to find additional information if needed. *It is important that information shared is done so in a way that indicates the nature of the information (fact or suspected harm. Information needs to be passed with details about the time information was receive and the time it refers to.*

School staff all wear identification badges which also act as access swipe cards to the school. All staff have up to date DBS checks. All visitor report to reception, are signed in and issued with a visitors badge and collected by a member of school staff. Supply staff details are sent to the school electronically in advance of arrival on site and include photographic ID and DBS numbers (Employing agencies maintain responsibility for DBS and follow up action if required). The Officer Manager keeps supply teacher details securely. Trainee teachers have DBS checks carried out by training institutions and we request letters from training institutions to confirm this. Any visitor to the school, where no DBS information is available, will be escorted whilst working with students.

Prevent duty

From June 2015 the prevent duty became a responsibility within schools.

The prevent duty states we should all pay due regard to the risks presented by extremist ideologies and radicalisation.

This means all members of the school community should be aware of the risks that our students face in a world where they are exposed to a wide variety of information including the whole range of media, some of which is not subject to any form of monitoring or age appropriate filtering.

We all have a responsibility to:

- *be part of the process where we educate our learners to evaluate and analyse sources of information and enable them to make informed decisions rooted in our core human values of support, freedom of choice and tolerance.*
- *be alert to changes in a student's presentation in and around school.*
- *report any concerns we have about a student to the child protection team. Such concerns would include: Suggestions of unusual travel, use of abusive or hate language (See appendix 1 for more information).*

At EGA we have a number of strategies to support students develop in an ever changing and complex world.

Discussion is key to student SMSC development. Discussion is framed by:

Everyone has the right to have an opinion

Everyone has the right to disagree

No one has the right to harm.

To support discussion about current challenges that face young people, and to prepare them for future challenges, as yet unknown. We have / are developing the following:

- *Thought for the week topics for structured discussion in tutor time.*
- *Workshops to enable the discussion around prevent*
- *Peer educators who can facilitate discussions*

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1. Introduction

All children have the right to be safe from harm and abuse

Section 175 of the Education Act 2002 places a duty upon this school to safeguard and promote the welfare of children. 'Working Together to Safeguard Children' 2013, Keeping Children Safe in Education 2014 and the London Child Protection Procedures provide a framework for enabling the school to fulfil its statutory duties effectively and efficiently in the best interests of children. All staff should read Part One of this guidance and staff have a copy of this guidance. Further copies can be obtained from T. Southall.

The Governing Body holds responsibility for ensuring that the safety of the children in this school is at all times of paramount importance and recognises the contribution the school makes in safeguarding and protecting children. The Governing Body takes seriously its statutory responsibility to do so and recognises that all staff working with children have a full and active part to play in protecting them from harm.

The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body will seek advice from and work in partnership appropriately with Islington Council in fulfilling its safeguarding and child protection responsibilities.

Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Headteacher.

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 be given the policy in writing 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. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Introduction

All children have the right to be safe from harm and abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Designated Member of Staff as a matter of priority or to one of the deputy Designated Members of Staff in her absence.

2. Aims and Objectives

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;
- Ensure that the school has sufficient Designated Members of Staff for Child Protection to enable one of them to be available or contactable at all times during the school day;

- Ensure that the Governing Body has a nominated member who is responsible for child protection;
- Enable and support good levels of communication between staff;
- Ensure that all Designated Members of Staff for child protection have undertaken suitable and appropriate training and that this training is up-dated annually
- Ensure that all staff receive child protection training at a minimum every three years with an annual refresher;
- Develop and promote effective working relationships 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 a member of staff or volunteer in accordance with the Department of Education Keeping Children Safe in Education, Part 4, with the involvement of the Local Authority Designated Offer (LADO) who is Soola Georgiou, Senior Team Manager (Safeguarding) on 020 7527 5845/5833. Laura Eden is the overarching LADO in Children's Social Care and can be contacted on 020 7527 8066

3. Procedures and Guidance

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

1. Unexplained injuries or burns, particularly if they are recurrent
2. Refusal to discuss injuries
3. Improbable explanations for injuries/parent undisturbed by accident/injury
4. Untreated injuries or lingering illness not attended to
5. Admission of punishment which appears excessive
6. Shrinking from physical contact
7. Fear of returning home or of parents being contacted
8. Fear of undressing
9. Fear of medical help
10. Aggression/bullying
11. Over compliant behaviour or a 'watchful attitude'

12. Running away
13. Significant changes in behaviour without explanation
14. Deterioration in work
15. 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:

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

1. Circular burns from cigarettes (but may be friction burns along the protuberance of the spine);
2. Linear burns from hot metal rods or electrical fire elements;
3. Burns of uniform depth over a large area;
4. 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);
5. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
6. 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 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 and well-being.

2 Grubin. D (1998).

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 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 – Worthlessness
- Pessimism – Hopelessness
- Morbid thinking – Suicidal thoughts
- Pathological thinking – 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.*

This Policy should be read in conjunction with the Summary Booklet “What to do if you’re Worried a Child is being Abused” <http://education.gov.uk/publications/standard/publicationDetail/Page1/DFES-04319-2006>

Our procedures are in line with the www.Londonscb.gov.uk and Working Together to Safeguard Children 2013 <http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>

th Edition London Child Protection Procedures available on the London Safeguarding Board website:

All school staff should be knowledgeable about what constitutes abuse and know the signs and symptoms of abuse.

4. Referrals

If you have a concern that a child is being abused or is at risk of being abused, it is vitally important that you share the information with a member of the child protection team immediately. You should follow up in writing and include the date 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. If you cannot find one of the designated members of staff you must report your concerns to the Headteacher. The child protection team will refer to Children’s

Social Care as appropriate on 0207 527 7400 and follow up in writing to CSCTreferrals@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”.

Staff may also share information directly with Children’s Social Care, the Police or the NSPCC if:

- The situation is an emergency and the designated senior person, their deputy, all members of the child protection team, the Headteacher 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
- Do not start your own investigation
- Share information on a need to know basis only – do not discuss with colleagues, friends or family
- Seek support for yourself if you are distressed.

5. 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, persons 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 your school's child protection policy and procedures and share your concerns with your designated child protection teachers. Consult with your designated child protection 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.

6. Recording

Recording is a tool of professional accountability and is central to safeguarding and protecting children. The school should keep a record of staff child protection training.

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. This takes place at the pastoral support panels (PSP) which take place for each year group on a fortnightly basis. New students are also discussed at PSP. Extended panel meetings discuss every child in a year group take place each term. Concerns that arise between panels will be dealt with and referred as appropriate with follow up discussion at PSP.

Records of PSP meetings are shared as appropriate. Other child protection records are kept in the child protection folder which is a restricted access area of the staff drive. Individual child protection records are kept securely with secure electronic copies available.

Internal sharing of information will be limited to sharing information with staff where it will demonstrably benefit a child and will generally be on a need to know basis.

A record will be kept of all children who transfer to another school or who leave the school without a known destination. The school will complete the information requested in the Secure Data Transfer System <https://securedatatransfer.teachernet.gov.uk/sdtlive/asp/login.asp>

7. The Role of the Headteacher

The Headteacher is responsible for ensuring that the child protection policy and procedures adopted by the Governing Body are fully implemented and followed by all staff.

It is the Headteacher's responsibility to allocate sufficient resources and time to enable the responsibilities of the Designated Member of Staff for Child Protection to be discharged fully and to ensure that staff are able to attend conferences, strategy discussions and child protection conferences and other inter-agency meetings and to contribute fully to the assessment of children including writing reports for conferences.

The Headteacher is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding children, and that concerns will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy. We recognise that it is not the responsibility of children to raise concerns. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Headteacher who will deal with the concerns appropriately.

The Role of the Designated Governor

The Designated governor is responsible for monitoring that the child protection policy and procedures adopted by the Governing Body are fully implemented and followed by all staff and reporting findings to the governing body.

The Designated Governor will do this by meeting the designated member of staff, and other staff as appropriate, on an annual basis. This will include scrutiny of the single central record, a check of procedures and practice using external guidance, such as the Ofsted checklist, as a framework for the discussion

8. The Role of the Designated Member of Staff for Child Protection

Tina Southall is the Designated Members of Staff (DMS) for the school.

It is the role of the DMS to act as a source of support and guidance on all matters of child protection and safeguarding within the school. The Headteacher retains overall responsibility for and oversight of child protection within the school. In the absence of the DMS, staff should report any concerns to one of the Deputy Designated Members of Staff who will act in accordance with this policy, Working Together to Safeguard Children, Keeping Children Safe in Education/London Child Protection Procedures and report back to the DMS.

The Designated Member of Staff is responsible for:

- Ensuring that all staff receive appropriate and regular child protection training and ensure that they are up to date with current legislation, policy and practice and that all staff new to the school receive the child protection policy in their induction pack to enable them to adhere to the school's policy. Because children will often talk to non teaching staff about their concerns and what is happening to them, it is important that **all** staff receive training to enable them to respond sensitively and appropriately to what children tell them;
- Maintaining and up-dating child protection and safeguarding policies and procedures annually and ensuring that they disseminated and adhered to by all staff;
- Ensuring that there is a system for monitoring and recording concerns about children at an early stage which is implemented across the school and adhered to by all staff;
- Managing child protection concerns and making referrals to Children's Social Care for the borough in which the child is resident when it is appropriate to do so and seeking advice and guidance on these matters when appropriate
- Attending and providing reports to child protection conferences and core group meetings and contributing to child protection plans;
- Monitoring the attendance and progress of children who are the subject of child protection plans and implementing the school's part of the plan;
- Informing Children's Social Care of any proposed change of school of a child who is subject to a protection plan and alerting them if a child who is subject to a protection plan is absent from school without reasonable justification;
- Ensuring that relevant information about children is shared with staff on a 'need to know basis';
- Maintaining accurate and comprehensive child protection records which are held securely and confidentially;
- Ensuring that all staff are aware of the need to record concerns about children and enabling them to do this as part of a school-wide process;

- Ensuring that complete and accurate records are forwarded to receiving schools whether that be at 11+ or for in year admissions/transfers and checking that they are received by the new school;
- Ensuring that parents and carers have access to the school's child protection policy and that a hard copy is made available on request, so that they are aware of the school's statutory duty to refer child protection concerns and that this is referred to in the school's website/brochure/prospectus/newsletters for parents and carers;
- Having a working knowledge of the role and function of the Islington Safeguarding Children Board.

The Role of All other staff.

All staff are expected to follow the code of conduct (Expectations of staff) and are responsible for monitoring students for: Attendance, punctuality, presentation, behaviour and academic progress.

All staff should keep their knowledge about child protection, including e-safety, up to date.

All staff are responsible for reporting any child protection concerns they have to a member of the child protection team as soon as is possible following the advice given in the policy for managing disclosure.. Staff should discuss other concerns, such as academic progress with their Head of Department/Year/Faculty

9. 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 guidance 'Keeping Children Safe in Education' 2014. The school has adopted the Islington Safer Recruitment Framework.

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. The school holds information on a Single Central Register which includes information such as identity checks, DBS disclosure dates, qualifications and the right to work in the UK .

All new members of staff will undergo an induction that includes familiarisation with the school's Staff Code of Conduct and child protection policy and identification of their child protection training needs. The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

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. Where possible planned works are carried out on site when students are not present. If students are on site

when contractors are working they are supervised. Staff who routinely work on site but are employed by other organisations, e.g. RM IT support and premises staff, will receive school based child protection training and are expected to follow school policies and procedures. If a concern is raised about such a member of staff school retains the authority to require they are not on site during any investigation, if appropriate. School will refer to relevant external authorities as required although formal procedures remain the responsibility of the employer.

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. Staff alert reception to expected visitors and collect visitors from reception at the start of a visit and return them to reception for departure. 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 Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

10. 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.

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 DMS 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 DMS for that site to manage any concerns about those children appropriately, ensuring that there is good communication, liaison and information sharing with the DMS 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 DMS 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 DMS for the school site on which the disclosure is made will refer the matter to Children's Social Care but will inform the DMS 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.

11. 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 the 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 PHSE , skills and wider curriculum 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

Bullying

- 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. 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 Headteacher and the designated member of staff will consider implementing child protection procedures.

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.

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 designated teacher for looked after children and the DMS have details of the child's social worker and contact details of the Local Authority's virtual head for children in care.

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 (say where the procedures are kept and who holds responsibility)

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 C, 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.

12. Common Assessment Framework (CAF)

The school uses the CAF to identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF 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

The CAF process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the CAF; indeed they can ask for a CAF to be initiated.

The CAF process is not a 'referral' process but a 'request for services' with assessment and planning being at the focus.

The CAF should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the CAF will be offered.. The CAF is not a risk assessment but an assessment tool.

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

13. 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 a Common Assessment Framework (CAF).
- 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.

14. Confidentiality

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.

All staff must be aware of their responsibility to share information with the Headteacher 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 the service manager of the Education Welfare Service on 0207 527 5833 or at ews@islington.gov.uk.

Written information is stored in a locked facility and any electronic information has access restricted to the child protection team and is only made available to relevant individuals. Every effort will be made to prevent unauthorised access and sensitive information should 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 is stored separately from the pupil's school file and the school file is '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 DMS in order to take measures to safeguard the child or other children at risk. Advice on Dealing with Disclosures is on Pages 14 and 15 of this policy.

15. 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 DMS or Deputy DMS 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.

The Council's Employee Assistance Scheme can provide support and counselling.

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.

If you have concerns about a Colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy (This is available on the staff share drive and on the School's website) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

16. Children with Special Educational Needs or Disabilities

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

Staff who work 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 DMS or in his/her absence one of the Deputy DMS.

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. This should be read in conjunction with our separate policy on Intimate Care and the administering of medication.

17. 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 will we be able to work holistically with children.

Parents and carers can access our child protection policy. 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 DMS or a Deputy DMS in her absence, judges that to do so would increase the risk to the child.

18. Restraint and Reasonable Force

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

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:

1. To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. To control pupils or to restrain them.
3. 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.

Staff are advised to use physical restraint as a last resort and to call for support if possible prior to restraining a student. Parents / Carers will be informed if restraint is required.

Section 45 of the Violent Crime Reduction Act 2006 gives Headteachers 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. Staff should refer concerns about a weapon to a member of the senior leadership team who will alert the Headteacher, isolate the student and arrange a search if appropriate. 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 Headteachers, Staff and Governing Bodies':

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

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.

Schools have two duties under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001):

1. Not to treat a disabled child unfavourably without justification
2. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

19. 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.

20. Attendance, the School Roll and Missing Pupils

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DMS will monitor unauthorised absence, particularly where children go missing on repeated occasions. At agreed intervals, the school will give the LA the name, date of birth and address of every pupil who does not go to school regularly and inform the LA if:

- a pupil has been continuously absent without authorisation for not less than 10 school days, specifying

- the cause if known;
- a pupil has been permanently excluded;
- a pupil is moving away from the area and is not known to have registered at another school;
- a pupil has a custodial sentence of more than four months and has been taken off the roll;
- The pupil has run away from home;
- any pupils of compulsory school age have been taken off the roll because the parents have informed the school that the child will be taught at home (elective home education)

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 Education Welfare Service as soon as possible. If after four weeks enquiries have failed to locate the pupil, the school will remove the pupil's name from the school roll, after having given the parent written notice of the date of removal. The school will enter details of the child on the Secure Data Transfer System.

If there are child protection concerns, the appropriate referral will be made to the Children's Services Contact Team and/or the Police Child Abuse Investigation Team.

21. 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 the Children's Services Contact Team (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, which may or may not include 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 <http://www.baaf.org.uk/>.

22. Trafficked and Exploited Children

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation eg 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>"

23. Child Sexual Exploitation

As trafficking is closely related to child sexual exploitation, there is further guidance "Safeguarding Children and Young People from Sexual Exploitation:

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Child sexual exploitation is a form of child abuse. Essentially it involves children and young people receiving something – for example accommodation, drugs, gifts or affection – as a result of them performing sexual activities, or having others perform sexual activities on them. It can occur without physical contact, when children are groomed to post sexual images of themselves on the internet. The three broad categories are (1) inappropriate relationships (2) ‘boyfriend’ model of exploitation and peer exploitation; and (3) organised/networked sexual exploitation or trafficking. If you suspect a child has been sexually exploited or is at risk of sexual exploitation you must share the information with the DMS/Headteacher without delay. ‘Tackling Child Sexual Exploitation Action Plan’ was published in December 2011 :

<http://www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/safeguardingchildren/a00200288/tackling-child-sexual-exploitation-action-plan>

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. In particular, research suggests 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. Staff who become concerned about a pupil’s sexual behaviour should speak to the designated person as soon as possible.

24. Forced Marriage/Honour Violence/Killings

Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines ‘Handling Cases of Forced Marriage’

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/publications>

A ‘forced’ marriage is distinct from a consensual ‘arranged’ marriage because it is without the valid consent of both parties and where 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, eg 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 sometimes been linked to ‘honour killing’.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families.

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 7527 8102 . 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 fmufco.gov.uk. or 020 7008 1500 and the Honour Based Violence Helpline 0800 5 999 365 .

25. Female Genital Mutilation

Guidance is available in 'Safeguarding Children from Female Genital Mutilation

<http://www.education.gov.uk/childrenandyoungpeople/safeguarding/safeguardingchildren/a0072224/safeguarding-children-from-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>

Female genital mutilation is a form of child abuse common to some African, Asian and Middle Eastern communities in the UK.

This illegal and life-threatening initiation ritual can leave young victims in agony and with physical and psychological problems that can continue into adulthood.

Carried out in secret and often without anaesthetic it involves the partial or total removal of the external female genital organs.

Victims are usually aged between four and ten, but some are babies.

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 fgmhelp@nspcc.org.uk **0800 028 3550** or email

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. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. 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:

- The family comes from a community that is known to practise FGM
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family

Any information or concern that a child is at immediate risk of or has undergone FGM should result in a child protection referral to the Children's Services Contact Team on 020 7527 7400. Staff should be alert to the need to act quickly.

26. Domestic Violence

The new extended definition of domestic violence is:

'Any incident or pattern of incidents of controlling, coercive or 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.

This can encompass, but is not limited to, the following types of abuse:

- 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, which is not a legal 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.

The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2002 the definition of significant harm was amended to include “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”. Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform the designated member of staff, who should in turn refer the matter to the Children’s Services Contact Team on 020 7527 7400.

27. Young Carers

Guidance is contained in ‘Improving Support for Young Carers’

<http://education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR084>.

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 the Children’s Services Contact Team on 020 7 527 7400 where a young carer is:

- Unlikely to achieve or maintain a reasonable standard of health or development because of their caring responsibilities
- At serious risk of harm through abuse or neglect
- Providing intimate body care.

28. Young Runaways

Statutory guidance for children who run away and go missing from home or care is available

<http://education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00670-2009>.

A Young Runaway’s Action Plan is also available

<http://education.gov.uk/publications/standard/publicationDetail/Page1/RUNAWAYS08>

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.

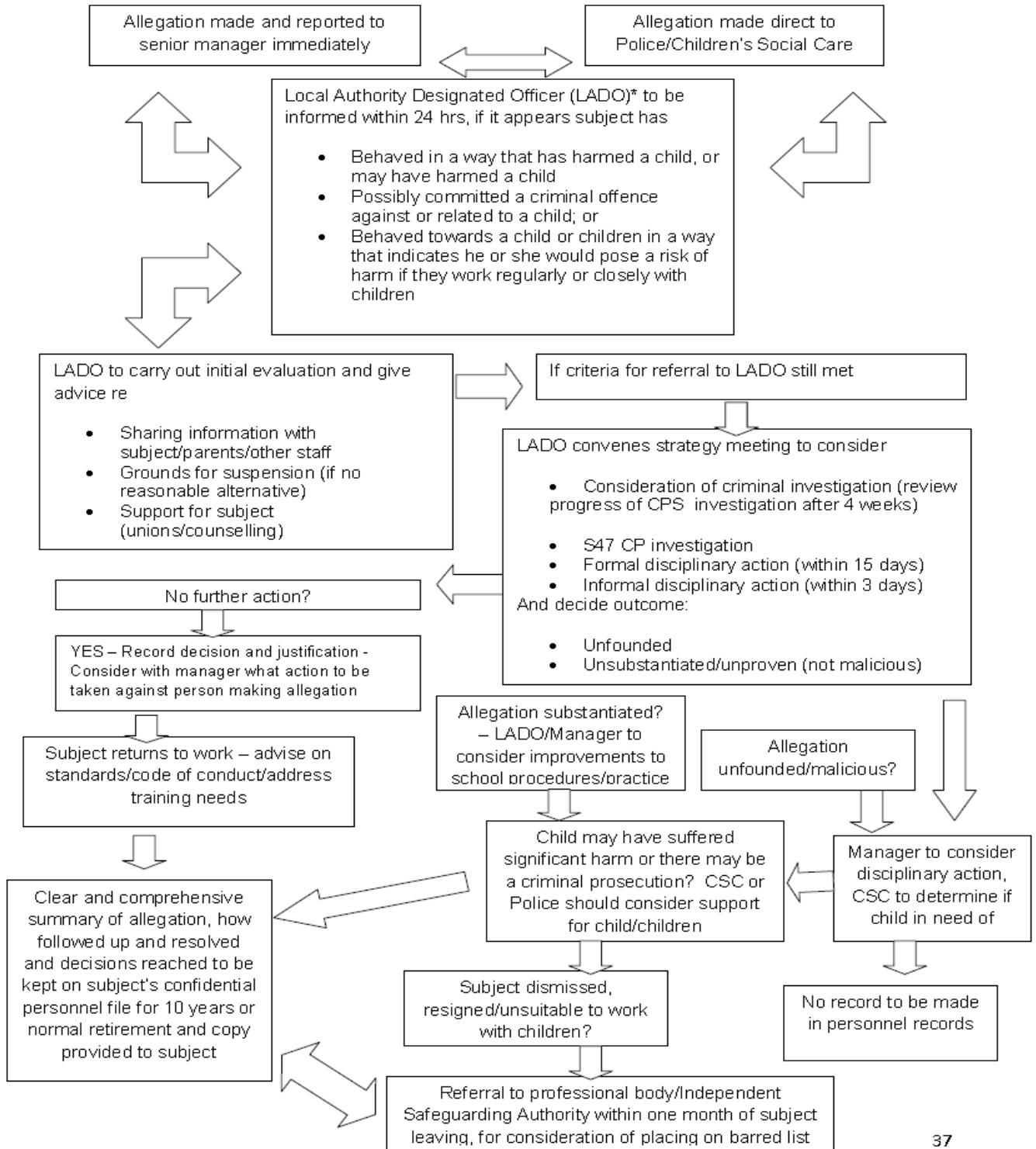
School must educate young people about the dangers of running and encourage them to seek support rather than run away; some children run because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives 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 their their Education Welfare Officer.

This policy should be read in conjunction with the school's policies on:

- Staff Code of Conduct
- Behaviour for learning and Anti Bullying
- Intimate Care
- Whistle Blowing
- Equalities
- Restraint
- Complaints procedure
- Special Educational Needs Policy
- E Safety

29. Flowchart on Managing Child Protection Related Allegations against Staff



***Islington's LADO is Laura Eden, Operational Manager, Safeguarding and Quality Assurance, Children's Social Care, 020 7527 8066, laura.eden@islington.gov.uk**

**Headteachers can call Soola Georgiou for advice on education allegations 020 7527 5833
Anastasia.georgiou@islington.gov.uk**

If it appears 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 must be reported to the Local Authority Designated Officer within 24 hours and a set procedure must be followed. The allegation will be dealt with according to the process laid out in Part 4 of 'Keeping Children Safe in Education' / Appendix 5 of Working Together to Safeguard Children, 2013. The headteacher or the Chair of the governing body (if it is an allegation about the headteacher) will work with the Local Authority Designated Officer (LADO) (020 7527 5833) 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 Headteacher/Chair of Governors should 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 LADO.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to 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 29 of this policy.

What is required of the Headteacher/Chair of Governors?

To establish:

- An allegation has been made
- The general nature of the allegation eg 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.

Multi Agency Strategy Meetings

This meeting will be chaired by a senior member of Children's Social Care and will also be attended by EWS, a representative from Human Resources and the headteacher/Chair of Governors. The Police Child Abuse

Investigation Team will be consulted and may attend if they consider a crime may have been committed. The purpose of the meeting is to share information and address the following:

- Whether the allegation triggers a S47 investigation by the Police and/or Children's Social Care
- What plans need to be made to safeguard the child
- Whether the child is in need of services
- Whether the school should conduct its own disciplinary investigation
- What support can be offered to the member of school staff against whom the allegation is made
- Whether a referral needs to be made to the Disclosure & Barring Service that a person may be unsuitable to work with children

At the strategy meeting a decision will be made as to whether the allegation is

- (a) Substantiated – actions to be agreed on next course of action eg S47 investigation, Police investigation, referral to DBS. Any referral to the CPS must be reviewed after 4 weeks. Referral to DBS to be made within one month of subject leaving.
- (b) Unfounded – No evidence to support the allegation. No record to be made on subject's personnel file.
- (c) Unsubstantiated – Not enough evidence to support the allegation.
- (d) Unsubstantiated – malicious. No record to be made on subject's personnel file. Referral to CSC as child in need.
- (e) Dealt with as a parental complaint through school complaints procedure.
- (f) Dealt with internally by the school through the school disciplinary process. Formal disciplinary action must take place within 15 days and informal action within 3 days.

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.

31. 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>

Relevant conduct

Relevant conduct endangers or is likely to endanger the child:

- (a) If repeated against the child would endanger or is likely to endanger them
- (b) Involves sexual material relating to a child
- (c) Involves sexually violent images if it appears to the ISA that the conduct is inappropriate
- (d) Of a sexual nature involving a child if it appears to the ISA that the conduct is inappropriate.

Harm Test

The harm test is satisfied if it is thought the person has:

- (a) Harmed a child
- (b) Caused child to be harmed
- (c) Put child at risk of harm
- (d) Attempted to harm a child
- (e) Incited another to harm a child.

This does not only include physical harm.

32. Statutory Guidance:

- Keeping Children Safe in Education 2014
- Working Together to Safeguard Children 2013
- London Child Protection Procedures
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Education and Inspections Act 2006
- Education Act 2011

33. Non Statutory Guidance

- Ofsted Safeguarding in Schools, Best Practice, September 2011 ref 100240
- Ofsted Inspecting Safeguarding – Briefing for Section 5 inspections – Sept 2012 Ref 090205
- Ofsted School Inspection Handbook –Sept 2012 Ref 120101
- Ofsted Inspecting E Safety - Sept 2012 Ref 121096
- Use of Reasonable Force – Advice for Headteachers, staff and governing bodies – September 2012
- DBS Update Service Employer Guide

34. Useful Contact Numbers

Police 999 and 101

Islington Children's Services Contact Team 020 7527 7400

Children's Social Care Out of hours (after 5pm

and weekends) 020 7226 0992

Islington Child Protection Advisors 020 7527 8102

Local Authority Designated Officer (Education) 0207 527 5833

Children's Social Care LADO 020 7527 8066

Islington Police Child Abuse Investigation Team 020 8733 4286

Islington Women's Aid 0808 802 5565

Domestic Violence National Helpline 0808 200247

Forced Marriage Unit 020 7008 0151

Honour Violence Helpline 0800 599 9247

NSPCC 0800 800 500

Childline 0800 1111

Appendix 1 – 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.
7. 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.