

Ambler

Primary School and Children's Centre

Safeguarding and Child Protection policy

October 2015



The Lead Governor for safeguarding and child protection is: John Nicholson

The Designated Safeguarding Leads (DSL) for child protection are:

1. Juliet Benis (Headteacher)
2. Maria Galster (Inclusion Leader)
3. Helen Ryan (Deputy Headteacher)
4. Natalie Creed (Deputy Headteacher)
5. Marina Kilcoyne (School Business Manager)
6. Kym Julien (Extended day Co-ordinator)

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

In light of the significant changes that have taken place; this policy has been adopted by the School in October 2015 and is subject to Full Governing Body approval in November 2015.

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1. Introduction

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

This school is committed to safeguarding and promoting the welfare of all its pupils. Section 175 of the Education Act 2002 places a duty upon the school to safeguard and promote the welfare of children.

Safeguarding is defined as:

- < Protecting children from maltreatment;
- < Preventing impairment of children's health or development;
- < Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- < Taking action to enable all children to have the best life chances.

Our school will fulfil local and national responsibilities in line with the following:

- (a) Working Together to Safeguard Children 2015
[:https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)
- (b) Keeping Children Safe in Education 2015. All staff should read Part One of Keeping Children Safe in Education and staff can access a copy in
.....https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf
- (c) 5th Edition London Child Protection Procedures 2015:
[London Safeguarding Children Board: Child Protection Procedures](#)
- (d) What to do if you're Worried a Child is being Abused
[What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- (e) Information Sharing
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
- (f) Mental Health & Behaviour In Schools
[Mental health and behaviour in schools - Publications - GOV.UK](#)

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

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

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

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

It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Designated Safeguarding Lead as a matter of priority or to one of the deputy Designated Members of Staff in his/her absence.

2. Overall Aims

The purpose of our Child Protection Policy is to:

- ◁ Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority;
- ◁ Provide a framework to support staff in identifying concerns that a child may be suffering harm or abuse thereby enabling them to report those concerns without delay;
- ◁ Maintain an environment where children feel secure and are listened to and contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- ◁ Identify and protect the most vulnerable, identify individual needs where possible and developing plans to meet those needs;
- ◁ Ensure that the school has sufficient Designated Safeguarding Leads to enable one of them to be available or contactable at all times during the school day;
- ◁ Develop and promote effective working relationships with pupils, parents and with partner agencies;
- ◁ Provide a systematic means of monitoring children who are thought be at risk of harm or who are subject to child protection plans;
- ◁ Provide structured procedures within the school which will be followed by all staff when there are concerns about a child;
- ◁ Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with the Department of Education, the Disclosure & Barring Service and Islington Council.

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.

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

¹ Cawson et al's 2000 study for the NSPCC

- ◁ 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.

² Grubin. D (1998).

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:

- ¾ provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- ¾ protect a child from physical and emotional harm or danger;
- ¾ ensure adequate supervision (including the use of inadequate care-givers); or
- ¾ ensure access to appropriate medical care or treatment.

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

Recognising Neglect

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

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

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

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

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

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 your Designated Safeguarding Lead immediately. You should record the information 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. Please see Section 6 on Recording, and Section 5 Dealing with Disclosures. If you cannot find one of the designated safeguarding leads, you must promptly report your concerns to Children’s Social Care yourself on 0207 527 7400 and follow up in writing CSCReferrals@islington.gov.uk.

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

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

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 safeguarding lead, their deputy, 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;
- ◁ Report your concern to the DSL immediately ;
- ◁ Do not start your own investigation;

- < Share information on a need to know basis only – do not discuss with colleagues, friends or family;
- < Complete a record of concern;
- < Seek support for yourself if you are distressed.

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 eg '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).

from the school roll an Off Rolling Form should be completed and sent to the Local Authority (pupilservices@islington.gov.uk) – see LA Off-Rolling Notification Form at **Appendix 4**. The school will log onto the Department of Education’s secure access system <https://sa.education.gov.uk/idp/Authn/UserPassword> to record details of the pupil.

Where children leave the school or college the designated safeguarding lead will ensure child protection files are copied for any new school or college as soon as possible but transferred separately from the main pupil file. It is good practice to check that the transferring school or college has received the file and that a discussion takes place about the child.

7. Responsibilities 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 Safeguarding Lead 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 on the multi agency conference report template and sending to S&QA@islington.gov.uk at least three days before the meeting – See **Appendix 5**.

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.

8. The Role of the Designated Safeguarding Lead

It is the role of the DSL 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. In the absence of the DSL, staff should report any concerns to one of the Deputy DSL who will act in accordance with this policy and statutory guidance Working Together to Safeguard Children, Keeping Children Safe in Education and the London Child Protection Procedures and report back to the DSL.

The Designated Safeguarding Lead 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 are 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;

13. 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. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the Designated Safeguarding Lead 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.

14. The Prevent Duty

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism", known as the Prevent duty. The school recognises that protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

The school has regard to the statutory Prevent Duty Guidance, specifically paragraphs 57-76 of the guidance, concerned specifically with schools.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

The school ensures that pupils are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Indicators of vulnerability to radicalisation are included at **Appendix 6**.

All staff are expected to complete the online general awareness training module on Channel, a programme focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The training is available here

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The school is committed to building pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making. Our school will promote the spiritual, moral, social and cultural development of pupils and fundamental British values through PHSE and encourages pupils to develop positive character traits such as resilience, determination, self-esteem and confidence.

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 should follow child protection procedures immediately

19. 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.

20. 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 csctreferrals@islington.gov.uk, the Safeguarding Lead in Education in Pupil Services 020 7527 5845/3747 or via pupilservices@islington.gov.uk for her attention.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. 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 will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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

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

21. Supporting Staff

We recognise that child protection is a difficult and sometimes upsetting subject for those who work with children. Working with a child who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DSL or Deputy DSL and to seek further support as appropriate. All staff and volunteers should feel able to raise concerns about poor or unsafe practice, such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures. A copy of 'What to do if you're Worried a Child is Being Abused 2015' should be made available to every member of staff. The Council's Employee Assistance Programme can provide emotional support and counselling, both at home at in their personal lives – 0800 243458.

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. Staff must remember that the welfare of the child is paramount. The school's whistleblowing policy 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.

Staff may also report their concerns directly to children's social care or the police if they believe reporting directly is necessary to secure action.

30. Child Sexual Exploitation

The key indicators of child sexual exploitation can include:

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

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

As trafficking is closely related to child sexual exploitation, there is further guidance “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 DSL/headteacher without delay. The DfE’s guidance “What to do if you suspect a child is being sexually exploited” is here :[What to do if you suspect a child is being sexually exploited - Publications - GOV.UK](#)

31. Children with Sexually Harmful Behaviour

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

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

32. 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’

- ◁ 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 Safeguarding Lead, who should in turn refer the matter to the Children’s Services Contact Team on 020 7527 7400.

35. Young Carers

Guidance is contained in ‘Improving Support for Young Carers’

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182291/DFE-RR084.pdf

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.

36. Young Runaways

Statutory guidance for children who run away and go missing from home or care is available [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory Guidance - Missing from care 3 .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf)

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

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

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

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

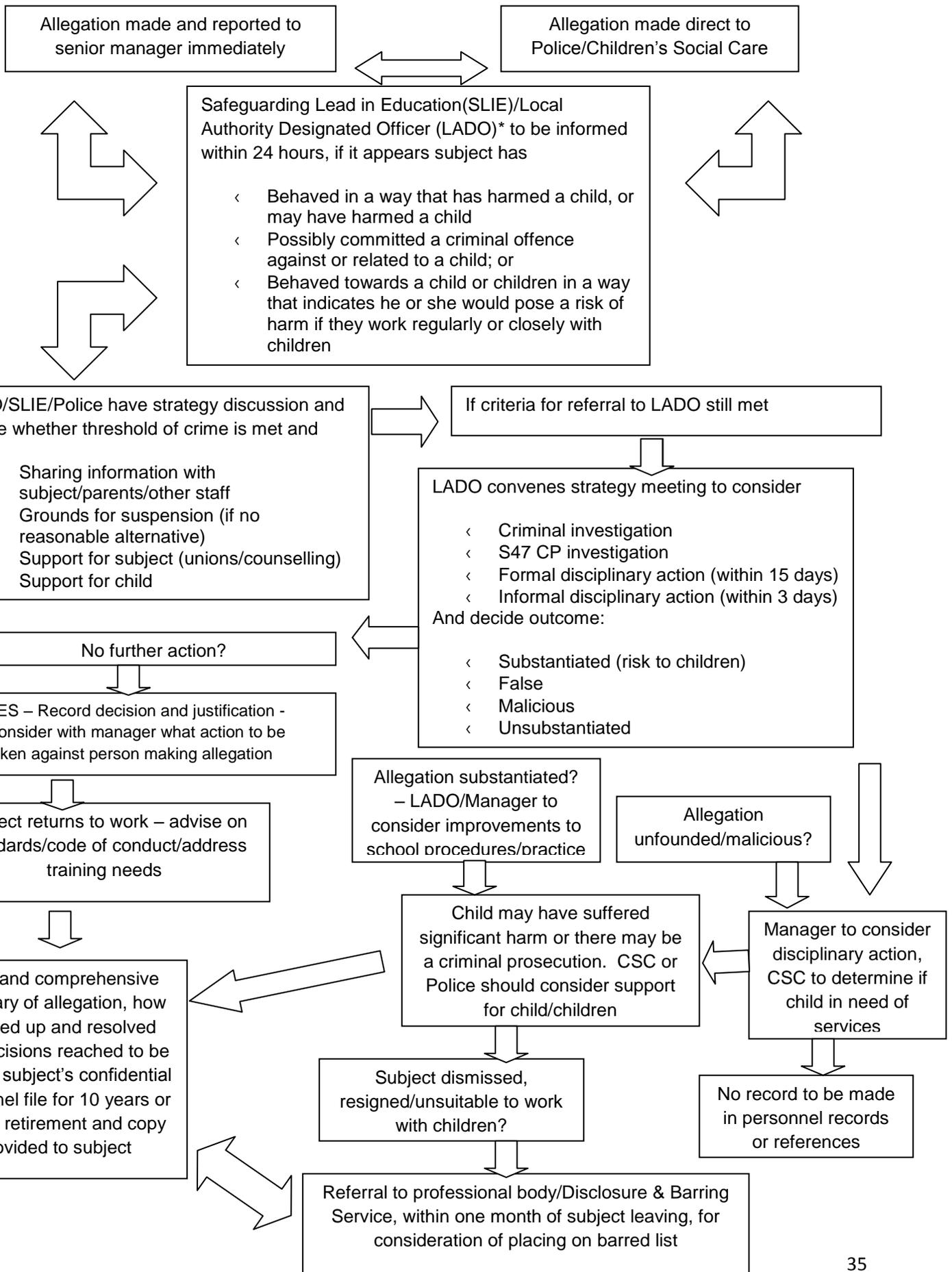
If school staff become aware of a young runaway, they should ensure they inform the DAL who will alert the school's Police Liaison Officer and parents/carers.

37. Children in Specific Circumstances

Guidance on children in further specific circumstances is in the Islington Safeguarding Children Board's procedures :

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

38. Managing Allegations against Staff in School



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 the LADO or a senior member of Children's Social Care and will also be attended by the SLIE, 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 the discussion will include 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) Unsubstantiated – Not enough evidence to support the allegation.
- (c) Malicious - No record to be made on subject's personnel file. Referral to CSC as child in need.
- (d) False – there is sufficient evidence to disprove the allegation.

The subject of the allegation can be 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.

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

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>

39. Statutory Guidance:

- < Keeping Children Safe in Education 2015
- < Working Together to Safeguard Children 2015
- < London Child Protection Procedures 5th Edition 2015
- < Safeguarding Vulnerable Groups Act 2006
- < Protection of Freedoms Act 2012
- < Education and Inspections Act 2006
- < Education Act 2011
- < Children Act 1989 & 2004
- < S175/157 Education Act 2002

40. Useful Contacts

Police	999
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
Safeguarding Lead in Education	0207 527 5845/3747
Local Authority Designated Officer	020 7527 8066
Islington Police Child Abuse Investigation Team	020 8733 4286
Islington Safeguarding Children Board	020 7527 4209/4234
Islington Women's Aid (Solace)	0808 802 5565
Domestic Violence National Helpline	0808 200247
Forced Marriage Unit	020 7008 0151
Karma Nirvana Honour Network Helpline	0800 5999 247
NSPCC	0800 800 500
Childline	0800 1111

Missing Child Risk Assessment Record

Name of child missing	
Date child went missing	
Date of child's last attendance	
Has the child been seen since this date? (E.g. outside the school in the local area)	
Address from which the child is missing	Same as overleaf
If different, please provide relevant address	
POTENTIAL RISKS	
Factor	Tick all that apply and provide additional details where applicable
1. 10 years old or under	
2. 11 to 14 years of age	
3. 15 up to 18 years of age	
4. Has a Child Protection Plan	
5. Needs essential medication or treatment (e.g. asthma inhaler, insulin etc.)	
6. May not have the physical ability to interact safely with others or in an unknown environment (e.g. visually impaired history of abuse or inappropriate adult/stranger relationships, SEN etc.)	
7. Lacks reasonable awareness of the risks associated with running away (e.g. learning difficulty)	
8. Known to associate with adults or children who present a risk of harm e.g. Sexual Offenders, Offenders against children	
9. Mental illness or psychological disorder that may increase risk of harm to themselves or others	
10. Drugs and/or alcohol dependency	
11. Suspicion of abduction	
12. Suspected suicide or self-harm	
13. Involved in violent and/or racial incident or confrontation immediately prior to disappearance	
14. Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.	

15. Inclement weather conditions where exposure would seriously increase risk to health	
16. Family/relationship problems or recent history of family conflict/abuse	
17. Family employment problems	
18. Family financial problems	
19. School or college problems	
20. Ongoing victim of bullying, harassment, or exploitation e.g. racial, sexual etc.	
21. Previously disappeared and suffered or was exposed to harm whilst missing	
22. Victim or potential victim, of forced marriage, FGM or trafficking, incl. for sexual exploitation	

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

Appendix 4 Off-Rolling Notification Form

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

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

PUPIL DETAILS

Current school			
& KLOG ↑ V QDPH			
& KLOG ↑ V ' R %			
UPN			
Parent/Carer name/s			
Address			
Telephone numbers	Mobile	Home	
	Work		
Forwarding address, contact number, (even if international), email			

NEW SCHOOL DETAILS

Name of new school			
New school contact details			
Start date at new school			
Have you confirmed the pupil is attending?	YES/NO	+ DV WKH SXSLO ↑ V & 7) Transfer File) been uploaded to s2s?	YES/NO
Has the new school requested the pupil file?	YES/NO	Has the new school been added to SIMS (School History ±Tab 11)	YES/NO
Are there any safeguarding concerns?	YES/NO	If yes, what actions have you taken?	

REASON FOR LEAVING

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

DECLARATION , FRQILUP WKDW WKL V SXSLO KDV EHSroll id line with statutory regulations VFK 7KH (GXFDWLRQ 3XSLO 5HJLVWUDWLRQ (QJODQG « 5HJX © D W L « R « Q V + H

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

<p>K À Œ À] Á }(Ç } μ Œ P v Ç [• child/family</p> <p>Include factors relevant to your service such as:</p> <ul style="list-style-type: none"> < type of service whether service is well used < Services or care provided < Difficulties < Progress to date < How long have you been involved < Any actions not completed 	
<p>What are we worried about?</p> <p>Include what factors you consider to pose risk of significant harm or increase the risk of harm to the child/children?</p>	

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

<p>tZ š [• Á }Œ I]v P Á o o M</p> <p>Safety Factors which you believe reduce the risks of harm to the child/children or help to ensure safety. Features of family life and parenting that have a positive effect on the child</p>	
<p>What needs to change or to happen?</p> <p>What do you believe will make this child or children safe?</p> <p>Professional input Family input</p>	
<p>tZ š }v[š Á Iv}Á M</p> <p>This should incorporate any areas that are unclear or which the family do not accept</p>	

Appendix 6 ±Indicators of Vulnerability to Radicalisation

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