William Tyndale Primary School

An exceptional education for all

Child Protection Policy

Key Safeguarding Contacts

Designated Safeguarding Lead (DSL): **Corinne Atsu-Valentine**

Interim Safeguarding Lead: **Sophie Gavalda (Head Teacher)**

Deputy Designated Safeguarding Lead(s): **Sophie Gavalda (Head Teacher), Claire Oliver (Deputy Head Teacher) Olivia Ayers (Assistant Head Teacher with responsibility for SEND) and Michelle Georgeson (Assistant Head Teacher).**

Designated Governor for Safeguarding: **Dan Newton (Governor).**

Designated Teacher for Looked After Children/Previously Looked after Children: **Sophie Gavalda (Head Teacher)**

Attendance Lead(s): **Corinne Atsu-Valentine (DSL), Penny El-Nemer (Office Manager) and Sophie Gavalda**

Prevent Lead: **Corinne Atsu-Valentine Interim Prevent Lead: Sophie Gavalda (Head Teacher)**

Senior Mental Health Lead: **Corinne Atsu-Valentine**

The Designated Member of Staff for Allegations against staff and Volunteers is**: Sophie Gavalda (Head Teacher).**

Any references to DSL in this policy refer to any member of the DSL team including deputies

September 2026

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What to do if you have a welfare concern in our school

(please also see Flowchart on Page 24 of KCSIE 2026)

Why are you concerned?

For example,
Disclosure
Child's appearance – unexplained marks and bruises, clothes, hygiene
Change in behaviour, presentation, attendance, progress and attainment
Behaviour which causes concern, indicates risk/vulnerability

Immediately record your concerns

Follow the school's procedure and record your observations/concerns on the School's CPOMS. If responding to a disclosure, reassure the child and clarify concerns if necessary, e.g. ambiguous words and phrases

Inform the Designated Safeguarding Lead Corinne Atsu-Valentine or a deputy: Sophie Gavalda (Head Teacher), Claire Oliver (Deputy Head Teacher), Olivia Ayers (Assistant Head Teacher with responsibility for SEND), Bea Mayer or Michelle Georgeson. If unavailable, contact CSCT for advice – see below

Designated Safeguarding Lead

Consider whether the child is at immediate risk of harm e.g. unsafe to go home
Refer to ISCB Threshold document and procedures to support consideration:
HYPERLINK "http://www.iscb.org.uk"
www.iscb.org.uk
Refer to other agencies as appropriate e.g. Children's Services Contact Team (CSCT) LADO, Police.
If unsure then consult with CSCT, without giving child's details (0207 527 7400)

If you are unhappy with the response

Staff:

Follow school Whistleblowing Procedures available in the school's Employment Manual and on the staffroom board

Follow ISCB Escalation policy and procedures

Pupils and Parents:
Follow the school's complaints procedures (available on School's website)

Record decision making and action taken in the child's safeguarding/child protection file. Set up new file if this is the first concern. Start chronology or enter any key information if already in place.

Monitor Be clear about:

What you are monitoring e.g. behaviour trends, appearance, attendance etc.?

How long you will monitor for?
What information needs to be shared why and with whom?
How you will record and to whom you will feedback and when?

Review and **Re-refer** (if necessary)

At all stages the child's circumstances will be kept under review.

The DSL/staff will re-refer if required to ensure the **child/young person's ongoing safeguarding and welfare needs are addressed.**

This policy will be reviewed annually and/or following any updates to national and local guidance and procedures. The DSL and Head Teacher will ensure regular reporting on safeguarding activity and systems in the Setting to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Policy Statement

Our Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. All children have the right to be safe from harm and abuse.

All Staff at William Tyndale will have access to this policy and sign annually, via email, to say they have read and understood its contents, as well as those within the latest *Keeping children safe in education* document. This information will be recorded in a centrally retained log.

Child protection is **everyone's** responsibility and we will work with children, parents and the community to ensure we support children's rights, creating and maintaining the safest possible environment for children.

This Policy will be read in conjunction with:

- *Keeping children safe in education 2026; Keeping children safe in education 2026 (comes into force from 1 September 2026)*
- and supported by the following documents:
- *London Child Protection Procedures 2023; http://www.londoncp.co.uk/index.html*
- *Teaching online safety in school 2023;* https://www.gov.uk/government/publications/teaching-online-safety-in-schools
- *Working Together to Safeguard Children 2018;* https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- *Inspecting safeguarding in early years, education and skills, Ofsted 2022;* https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills
- Criminal Exploitation of children and vulnerable adults - county lines guidance (Home Office, 2018)
- *Children and Social Work Act 2017;*
- *Preventing and Tackling Bullying (DfE, 2017)*
- *What to do if you're worried a child is being abused - Publications - GOV.UK*
- *Teachers Standards 2021; Teachers' Standards*
- *Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015); https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version*
- *Working together to improve school attendance 2024*
- *William Tyndale School's Employment Manual;*
- *William Tyndale School's Special Educational Needs Policy;*
- *William Tyndale School's Looked After Children Policy;*
- *William Tyndale School's Behaviour Policy, which incorporates our Anti-Bullying policy;*
- *William Tyndale School's GDPR Data Protection Policy; and*
- *William Tyndale School's Health and Safety Policy.*

These documents listed above can also be found in the Governors Drive and/or in the school office.

Definitions
Safeguarding is broader than responding to abuse. It includes the actions we take to protect children from harm, promote their welfare and support them to achieve the best possible outcomes.

- protecting children from maltreatment, whether this takes place within or outside the home, including online;

- preventing impairment of children's mental and physical health or development;
- providing help and support to meet children's needs as soon as problems emerge;
- ensuring children grow up in circumstances consistent with safe and effective care;
- taking action to enable all children to have the best outcomes;
- recognising and responding to children's health, wellbeing and safety needs, including mental health;
- meeting the needs of children with special educational needs and/or disabilities;
- responding appropriately to medical needs, intimate care, first aid and use of reasonable force;
- promoting online safety and responding to online harms;
- planning safe educational visits and off-site learning;
- maintaining safe site security and supervision arrangements; and
- working with other agencies to safeguard and promote children's welfare.

Child protection is part of safeguarding. It refers to the action taken to protect children who are suffering, or are likely to suffer, significant harm.

For the purposes of this policy:

- Staff means all adults working for or on behalf of the setting, whether paid or unpaid, full-time or part-time. This includes teachers, support staff, agency staff, volunteers, governors, trustees, contractors and visitors where relevant.
- Child means anyone who has not yet reached their 18th birthday. Where relevant, this policy also recognises the continuing responsibilities education settings may have towards young people with SEND, care experience or other additional vulnerabilities, in line with applicable legal and statutory frameworks.
- Parent means birth parents and other adults with parental responsibility or a parenting role, including adoptive parents, step-parents, guardians, kinship carers and foster carers.
    - Abuse may include physical abuse, emotional abuse, sexual abuse, neglect or exploitation, and these may overlap. Harm may be caused by adults or other children, by direct action or by a failure to act.

Context

This policy sets out how William Tyndale Primary School fulfils its statutory safeguarding responsibilities and promotes the welfare of all children. It is informed by the Children Acts 1989 and 2004, the Education Act 2002, *Keeping Children Safe in Education 2026*, *Working Together to Safeguard Children 2026*, the London Safeguarding Children Procedures and local Islington Safeguarding Children Partnership arrangements.

It should be read alongside the setting's related policies and procedures, including behaviour, attendance, online safety, safer recruitment, staff code of conduct, allegations management, low-level concerns, whistleblowing, equality, SEND, health and safety, data protection and information sharing.

Safeguarding is central to the welfare, safety and educational outcomes of children. This policy forms part of the setting's wider safeguarding framework and applies to all staff, volunteers, governors, trustees and regular visitors, according to their role and responsibilities.

All staff and volunteers must treat every safeguarding concern seriously, including concerns that appear low level, uncertain, emerging or linked to changes in a child's behaviour, attendance, presentation or communication. Staff are expected to respond promptly, record accurately, share information appropriately and seek advice from the Designated Safeguarding Lead (DSL) where needed.

All staff must read and understand the relevant parts of *Keeping Children Safe in Education 2026*, including Part 1 and Annex A, and know how to apply this policy in practice. Staff should also be familiar with the setting's internal reporting arrangements and the role of the DSL and safeguarding team.

Where staff have concerns about a child, they should follow the actions set out in this policy and the flowchart in *Keeping Children Safe in Education 2026*. These should be used alongside local safeguarding procedures and advice from the DSL.

The headteacher and DSL, supported by the governing body or proprietor, will ensure that safeguarding policies and procedures are understood, implemented and followed by all staff. This includes arrangements for identifying concerns, making referrals, recording decisions, sharing information, managing allegations and escalating concerns where appropriate.

Purpose and Aims

The purpose and aims of our Child Protection Policy are 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 every two years;
- ensure that all staff receive regular updates annually and full child protection training every three years;
- 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 Department for Education (DfE);
- ensure that procedures are followed where an allegation is made against a member of staff or volunteer in accordance with part 4 of Keeping Children Safe in Education and with the

involvement of the Local Authority Designated Officers (LADO), Timur Djavit, Service Manager Children Protection at LADO@islington.gov.uk, 020 7527 8102.

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; and
• social and economic well-being.

We will do this by:

- recognising that all children have the right to freedom from abuse and harm;
- promoting joint working with parents and carers in the interest of children's welfare;
- following safe recruitment procedures which ensure that staff are carefully selected, vetted and have the relevant qualifications and experience;
- ensuring that all staff are aware of and accept responsibility for helping to prevent the abuse of child;
- ensuring that staff, volunteers and visitors are vetted as appropriate;
- naming Lead and Deputy Designated Members of Staff for child protection who take specific responsibility for children's protection, safety and well-being;
- naming a Governor for child protection who takes specific responsibility for children's protection, safety and well-being;
- supporting all staff in bringing concerns to the Designated Members of Staff;
- responding quickly and appropriately to all suspicions or allegations of abuse;
- providing parents, carers, and children with the opportunity to voice any concerns they may have. This includes having knowledge of, and ensuring children have access to their preferred methods of communication and that staff are trained in a variety of communication tools;
- adopting positive behaviour management strategies which are non-violent and do not impose humiliation;
- reviewing the effectiveness of our Child Protection Policy and Procedures annually; and
- working in partnership with external organisations and professionals to ensure that children are protected.

Use of Language

Whilst government guidance uses the terms victim, we recognise that not everyone who has been subjected to abuse considers themselves a victim or wishes to be described as such. We will endeavour to use any term with which an individual child is most comfortable, when managing an incident. Likewise, we will think carefully about using the terms alleged perpetrator and perpetrator, especially when speaking in front of children; sometimes abusive behaviour will have been harmful to the perpetrator as well. As above, we will take care to use terms appropriately on a case-by-case basis.

PART ONE

School Procedures

Our procedures are in line with the London Child Protection Procedures 2023, a copy of which is available on the London Safeguarding Board website: *http://www.londoncp.co.uk/*

All school staff will be knowledgeable about what constitutes abuse (see Appendix 1).

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart **What to do if you have a welfare concern in our school** on page 3 and the flowchart on Page 24 of KCSIE 2026.

The DSL or the deputy will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.

All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case.

Responding to Child Sexual Abuse

The Crime and Policing Act 2026 intends to introduce a mandatory duty to report child sexual abuse where abuse is known, suspected or disclosed by a child. Once commenced, this will strengthen existing safeguarding responsibilities and may create criminal consequences for failure to report, as well as a criminal offence of obstructing or preventing a report. Our setting must not manage child sexual abuse concerns "in house" where statutory thresholds are met. The duty will come into force through regulations, supported by national guidance and training expectations. Until commencement and guidance are confirmed, we should not change referral thresholds, but should prepare by ensuring staff understand how to recognise, record and report concerns promptly.

DSL response and referrals

The DSL will consider the concern, review the information available, seek advice where needed and decide what action is required. This may include early help or family help, referral to children's social care, consultation with the Children's Services Contact Team, contact with the police, referral to the Local Authority Designated Officer where the concern relates to an adult working with children, or continued monitoring and support within school. The school follows the London Safeguarding Children Procedures and relevant local safeguarding arrangements. Further guidance on specific safeguarding issues is available through the Islington Safeguarding Children Partnership website.

Where the DSL decides that a referral to Islington Children's Services Contact Team is required, they should follow the referral process by calling:

020 7527 7400 (all hours) - Children's Services Contact Team

020 7527 3366 - Disabled Children's Team

020 7527 3355 - Social and Emotional Mental Health, (SEMH)

And emailing the Request for Service form to: CSCTreferrals@islington.gov.uk

Urgent safeguarding concerns should always be followed up by telephone, particularly where a child may be at immediate risk of harm or where same-day action may be required. Staff must not delay urgent safeguarding action while written referral information is being completed.

For children who live outside Islington, the DSL should contact the relevant local authority children's social care service. The referral, advice received, decisions made and any follow-up action must be recorded clearly on the safeguarding recording system.

Escalation Process

If any member of staff feels that a concern has not been responded to appropriately, or that a child may remain at risk, they must escalate this without delay. This should usually be done by speaking again with the DSL or a deputy DSL, and then with the headteacher or safeguarding governor if the concern remains unresolved. Where concerns remain unresolved, or there is professional disagreement within or between agencies, the school must follow the Islington Safeguarding Children Partnership (ISCP) Escalation Policy. Staff are responsible for ensuring that their concerns are heard and acted upon; safeguarding concerns must never be left unaddressed because another person has been informed.

Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

Confidentiality

Confidentiality is an issue which needs to be fully understood by all those working with children, particularly in the context of child protection.

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 demonstrably benefits the child. All staff are expected to conform to the school's standards of good professional practice and maintain confidentially appropriately at all times.

All members of staff are aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Our school has due regard to the relevant data protection principles, which allow us to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, we will withhold providing the data in compliance with our obligations under the Data Protection Act 2018 and the GDPR.

Also see Data Protection Toolkit for Schools: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

- DfE Guidance on Information Sharing April 2024 is followed with specific emphasis on the Seven Golden Rules of Information Sharing. https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

All staff must be aware of their responsibility to share information with the DSL and with other agencies in order to protect and safeguard children. This must be done in accordance with *What to do if you're Worried a Child is being Abused 2015 Appendix 1 Information Sharing: Practitioners' Guide.* Where there is uncertainty about the need to share information, the six points, referred to in Appendix 1 of the document, should be considered.

No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information.

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.

The Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 do not prevent the sharing of information for safeguarding purposes. The school will have due regard to the relevant data protection principles and lawful bases for processing personal information. Information shared should be necessary, proportionate, relevant, accurate, timely and secure, and clear records must be kept of decisions made and the rationale for sharing or withholding information.

Where a request is received for information about a child and there is reason to believe that sharing that information may place the child or another person at risk of serious harm, the school will consider the application of the serious harm provisions within data protection legislation and seek appropriate advice where required. Where safeguarding concerns may affect the wider community, advice will be sought from the Principal Officer Safeguarding in Education, Children's Social Care, Police or other relevant safeguarding agencies before information is shared more widely, so that children remain protected and any investigations are not compromised.

The school recognises the importance of effective information sharing when children move between education settings. Where a child transfers to another school, college or education provider, the DSL will ensure that the safeguarding file is transferred securely and without delay to the receiving DSL, in accordance with KCSIE 2026 and data protection legislation. Receipt of the file will be obtained and recorded. The DSL will consider whether additional information should be shared with the receiving

setting in advance of transfer so that suitable support and safeguarding arrangements can be put in place, including information relating to the Channel Programme, Child Protection Plans, Child in Need Plans or other safeguarding processes where relevant.

When safeguarding files are transferred, the DSL will, wherever possible, have a direct conversation with the DSL at the receiving setting to ensure that important safeguarding information is understood and that appropriate support can continue without delay.

The school will follow the DfE Information Sharing Advice for Practitioners and the Seven Golden Rules of Information Sharing. Staff can also access the Data Protection Toolkit for Schools.

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 acknowledge that children may not feel ready or know how to tell someone they are being abused, exploited or neglected and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this will prevent staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child. Staff will be mindful of the need to build trusted relationships with children, which facilitate communication.

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 our curriculum for example, PHSE, ICT, Science, PE, offsite activities, the RRS programme (Rights Respecting Schools) and School Council 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. This list is not exhaustive. The school's work within the School Travel Plan also provides such opportunities e.g. cycling safety.
- Providing opportunities for children to work with other local schools through taking part in borough initiatives and with other external agencies.
- 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.

Early Family Help

Any child may benefit from early family help, but all staff will be particularly alert to the potential need for early family help for a child who:

- has health conditions, including a mental health need
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups and county lines;
- is at risk of child sexual and child criminal exploitation and/or other extra familial harm;
- is frequently missing/goes missing from care or from home;

- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- has a family member in prison;
- is affected by parental offending;
- is at risk of honour-based abuse;
- is at risk of female genital mutilation;
- is at risk of forced marriage; and
- is persistently absent from school (including for part of the school day).

All staff are aware of the Early Family Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. We will refer to and work within the revised 'Working Together to Safeguard Children' 2023 guidance at all times.

If Early Family Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Family Help Assessment by requesting Early Family Help services from Bright Start 5 - 19. The DSL will keep all Early Family Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

Community-based Early Help/Family Help

- Our setting recognises that any child and family may benefit from community-based Early Help/Family Help when needs are emerging or escalating, but do not require a statutory social care response. Family Help brings together targeted early help and support for children in need, with the aim of providing timely, coordinated support through a whole-family approach. Assessments may be led by non-social-worker practitioners, including the DSL or a deputy, where this is appropriate. All staff understand that they have a role in identifying concerns early, speaking to the DSL, sharing information appropriately and supporting other professionals with assessments and plans. Staff will be particularly alert to the potential need for Early Help/Family Help for a child who:
- has experienced multiple suspensions, is at risk of permanent exclusion, or is attending Alternative Provision or a Pupil Referral Unit
- is at risk of being radicalised, or is experiencing or at risk of harm outside the home, including exploitation, physical abuse, sexual abuse, emotional abuse, stalking or financial exploitation
- All staff are aware of the local Early Help/Family Help process and understand their role within it. This includes recognising emerging needs, recording and reporting concerns, liaising with the DSL, contributing to assessments and plans, and sharing information with other professionals where this is necessary and proportionate to support the child and family. In some cases, a member of school staff may act as the lead practitioner, with support from the DSL. Our setting will work in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and local Islington Safeguarding Children Partnership procedures.
- Where Early Help/Family Help is appropriate, the DSL will support staff working with the child and family to request support from Bright Start/Bright Futures by contacting CSCTReferrals@Islington.gov.uk. The DSL will keep Early Help/Family Help cases under regular review.
- Early help assessments require the consent of families. If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary. Similarly if the child's situation does not improve, or if concerns increase, the DSL will consider whether a referral to statutory children's social care is required, for a Section 47 child protection assessment.

Safeguarding Children with Special Educational Needs or Disabilities

We acknowledge that children with special educational needs and disabilities and/or certain health conditions can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

We will use language in relation to medical diagnoses in line with the SEND code of practice 2014. However, we will always respect the wishes and feelings of some children that wish to be known for example, as an 'autistic person' and not a person with a 'disorder' or on the 'spectrum'. This reflects a move towards a more 'person-first' language approach, that emphasises and respects an integral part of a child's identity.

Any child with a disability is by definition a 'child in need' under s17 of the Children Act 1989. Disabled children can be more vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect than children who do not have a disability. The presence of multiple disabilities increases the risk of abuse and neglect. 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.

Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with the guidance, in the same way as with any other child. Particular attention should be paid to promoting a high level of awareness of the risks of harm, high standards of practice, and awareness of barriers to communication which may make it difficult to tell others what is happening.

Staff who work with children in any capacity must be 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. Concerns should be shared immediately with the DSL or in her absence one of the DDSLs. 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 information should be read in conjunction with our separate policies for SEND and Supporting Pupils with Medical Conditions.

In particular, our staff will be made aware of the additional barriers which exist recognising abuse and neglect in this group of children, which include:

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect, without further exploration;
- speech, language and communication needs which may make it difficult to tell others what is happening and managing or reporting these challenges.

To address these additional challenges, staff will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

We will also consider these signposts:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network/find-your-local-ias-service

https://www.mencap.org.uk/

Safeguarding Children with Medical Conditions

The school will support pupils with medical conditions, including asthma and allergies, as part of its safeguarding, health, safety and inclusion responsibilities. We will follow statutory guidance, including appropriate healthcare plans, staff training, accessible medication, emergency arrangements, communication with parents and carers, and learning from incidents or near misses.

A medical-condition incident will not automatically require a safeguarding referral. A referral should be considered where the incident suggests the child may be at increased risk of neglect, abuse or exploitation, for example because key medical information is not shared, essential medication is repeatedly not provided or agreed health or emergency arrangements are not followed.

The DSL will work with relevant staff, parents, carers and health professionals to respond proportionately. Safeguarding concerns linked to a medical condition must be recorded and shared in line with this policy. Where urgent medical help is needed, staff must act immediately and follow the child's healthcare plan or emergency procedures.

Asthma Friendly School

The school will work towards being an asthma friendly school by improving asthma awareness, strengthening day-to-day asthma management and ensuring that pupils with asthma are supported to participate safely and fully in school life, including PE, trips and wider activities. This includes having clear arrangements for identifying pupils with asthma, keeping an asthma register, supporting asthma care plans, ensuring inhalers and spacers are accessible, maintaining emergency arrangements and making sure staff know how to respond to asthma symptoms or an asthma attack.

Becoming asthma friendly benefits the whole school community. It improves asthma awareness and management, reduces avoidable absence linked to poor asthma control, supports pupils with asthma to feel safe and included, and helps staff understand their responsibilities for the health, safety and wellbeing of pupils and staff. It also supports the school to implement current and best practice asthma management strategies and to promote its self-evaluated asthma friendly status so that pupils, families, staff and the wider community are aware of the school's commitment to asthma friendly practice.

Local asthma and allergy training for schools is available through the Islington School Nursing Service. Staff can contact whh-tr.islingtonschoolnursing@nhs.net or call 020 3316 8021 to discuss training, an audit and a checklist of what action is required to meet the Asthma Friendly Schools Standards. Appendix 4 has more resources and information.

Mental Health

We recognise the importance of our role in supporting the mental health and wellbeing of children. Staff have an awareness that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one and work with external agencies. We will follow the government guidance promoting and supporting mental health and wellbeing in schools and colleges to help us promote positive mental health and wellbeing for all our children.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences this can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

If staff have a mental health concern about a child, that is also a safeguarding concern, immediate action should be taken, speaking to the DSL or a Deputy.

Mental health needs may arise or be intensified where children have experienced abuse, neglect, exploitation, bereavement, trauma, adversity or other significant life events. Children may show distress in different ways, including significant changes in behaviour, ongoing sleep difficulties, withdrawal from social situations, loss of interest in usual activities, self-harm, neglecting themselves, or changes in attendance, relationships or learning. Not every child who shows these behaviours will have a mental health need or be at risk of suicide, but staff should take concerns seriously and seek advice.
Where staff have a mental health concern about a child, they should record and share this with the DSL in line with this policy. The DSL may consider early help, pastoral support, consultation with parents/carers where appropriate, referral to the local Mental Health Support Team, or referral to other specialist services.
If a mental health concern is also a safeguarding concern, staff must follow the child protection procedures and speak to the DSL without delay. If a child appears to be at immediate risk of serious harm, staff should call 999 or arrange urgent medical help. If urgent mental health help is needed but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Once information about a child with a social worker is communicated to the school, the DSL will, as a matter of routine, hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need contains further information; the conclusion of the review, 'Help, protection, education' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf sets out action the Government is taking to support this.

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 and/or 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 the summary version of *What to do if you're worried a Child is Being Abused 2015* is made available to every member of staff.

The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role. Any member of staff affected by issues arising from concerns for children's welfare or safety is encouraged to seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff including newly qualified teachers and support staff will receive induction training and may have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.

The school will provide appropriate supervision/1:1 support for all members of staff to ensure that:

- staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- all staff have regular reviews of their own practice to ensure they improve over time.
- case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 4.

The school will ensure that members of staff who are working within the Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS).

Restraint and Reasonable Force

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force) and recognises that where intervention is required, it should always be considered in a safeguarding context.

Section 93 of the Education and Inspections Act 2006 enables school staff (including support staff, non-teaching staff and voluntary staff) to use such force as is reasonable in the circumstances to prevent a pupil from:

1. Committing an offence, or if a child is under the age of 10, what would be deemed an offence in law if they were older than aged 10.

2. Causing personal injury to any person (including themselves) or damage to any property

3. Prejudicing the maintenance of good order and discipline at the school or any pupils at the school either during a lesson or otherwise

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

Section 45 of the Violent Crime Reduction Act 2006 gives head teachers and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. If resistance is expected school MUST call the Police.

Guidance has been given to staff on appropriate behaviour, including the use of physical restraint. Further guidance for staff can be found in the school's Behaviour Policy and the DfE guidance **Use of reasonable force in schools www.gov.uk/government/publications/use-of-reasonable-force-in-schools** Parents and carers will be informed when restraint has been used and protocols agreed with parents and carers if use of restraint is thought likely. Pupils displaying extreme behaviour in relation to a learning disability, autistic spectrum disorders, behavioural, emotional and social difficulties or pupils with severe behavioural difficulties will be handled in accordance with DfE guidance.

Recording

Recording is a tool of professional accountability and is central to safeguarding and protecting children. The school also keeps 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 accurately so that they can be monitored and emerging patterns noticed.

Initial concerns are logged on a secure 'Child Protection Drive'. This drive is accessible to all class teachers and senior managers. Support staff should communicate concerns to a member of staff with access rights who will record them. This also helps to ensure communication takes place between a concerned member of staff and the child's class teacher or a senior manager. The Child Protection Drive is separate from class teachers' normal shared computer drive and is secured with its own user name and password.

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

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

Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

Once an update has been made or an initial concern registered the 'CP Team' – Head Teacher, Deputy Head Teacher, Assistant Head Teachers and Pastoral Lead and any other relevant staff – are e-mailed to let them know. This system ensures that information is stored securely yet is readily available to staff who need it.

Referrals

Child Protection referrals will be made to Children's Social Care in the child's home borough. Referrals will be made by telephone in the first instance to the Referral and Assessment Team on 020 7527 7400 with a written version completed and e-mailed to cscreferrals@islington.gov.uk within 24

hours. A copy of the referral will be kept confidentially by the school on our Child Protection Drive and recorded on CPOMS.

Where a pupil is transferring to another school and they have had CP concerns but are no longer on a CP plan, the DSL will liaise with the school the pupil is transferring to verbally; parental consent must be sought and records will not be copied or forwarded to the other school.

If a pupil is still on a CP plan then the relevant documentation will be sent hard copy, recorded delivery, or via email through password protected secure email. Parental consent does NOT need to be sought for this.

Inter-Agency Working

- Our school has an important role to pay in multi-agency safeguarding arrangements and contributes to multi-agency working in line with WTSC December 2023. If named as a relevant agency by the three safeguarding partners: Islington's Local Authority, clinical commissioning group, and chief officer of police; the school has a statutory duty to cooperate with published arrangements.

- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

- We recognise the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

- The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

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 able to work holistically with children.

Parents and carers will be given access to 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, **unless told otherwise**, if we intend to make a referral to Children's Social Care. There may be instances when, after seeking advice from CSCT, it is not appropriate to speak to a parent or carer before making a referral to Children's Social Services. This would happen when it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.

Parents and carers are encouraged to:

- discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home;
- identify changes in behaviour which could indicate that their child is at risk of harm online, or in the wider community; and

- seek help and support from the school, or other appropriate agencies, if they or their child have any safeguarding concerns.

Complaints and Safeguarding Concerns

The school has a Complaints Procedure, available to parents, carers, pupils/students and staff who wish to raise a concern or make a complaint. This can be on the school website.

The school recognises that some parental concerns and complaints may include safeguarding issues, such as bullying, mental health and wellbeing, behaviour, supervision, staff conduct or the school's response to a child's needs. We will respond to these concerns in a clear, respectful and child-centred way, with the child's welfare remaining central.

Parents and carers are encouraged to raise concerns early through the school's safeguarding and complaints pathways, usually starting with the member of staff closest to the issue and escalating proportionately where needed. Concerns should be clear, factual and focused on the impact on the child and the outcome being sought.

Where possible, the school will encourage early conversation to clarify concerns, reduce escalation and agree next steps. The school will promote constructive dialogue, maintain professional boundaries and discourage the use of social media, aggressive communication or lengthy correspondence as a way of resolving concerns.

Where correspondence is lengthy, unclear, repetitive or appears to have been generated or significantly supported by AI, the school may ask parents or carers to summarise the key concern, relevant facts, impact on the child and outcome sought. The school may also offer a meeting or telephone call to clarify the issues, avoid delay and keep the focus on the child's welfare.

All safeguarding-related concerns, decisions and communication with parents or carers will be recorded accurately and promptly, with the DSLs involved where required.

Training

All members of staff are provided with a copy of part one of KCSIE 2026 which provides an overview of safeguarding duties and responsibilities. The school's Senior Leadership and Management team will read the entire document. All members of staff who work directly with children will read Part 1 and sign to confirm that they have read and understood it.

This information is kept on our school's Google Drive.

All staff working directly with children will:

- have read at least Part 1 of KCSIE
- reassure victims of abuse that they are being taken seriously, they will be supported and kept safe
- not give children the impression they are creating a problem or made to feel ashamed for making a report
- know the indicators of abuse and neglect for specific safeguarding issues eg child criminal exploitation and child sexual exploitation
- be aware that multiple safeguarding issues often overlap with one another
- be aware of the risk factors that increase the likelihood of involvement in serious violence

The DSL (and deputy) undertake child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills through attending DSL briefings and reading safeguarding newsletters, e.g. NSPCC Casper Weekly Updates. The Head Teacher, all staff members and governors receive appropriate child protection training which is regularly updated

and in line with advice from the ISCB. This will equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies are effective and support the school to deliver a robust approach to safeguarding.

The school ensures that the DSL (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate. A useful support link for this is: Multi-agency practice principles for responding to child exploitation and extra-familial harm –

In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include: Indicators of abuse, Prevent, CSE, Online Safety, FGM, County Lines, Sexual violence and sexual harassment

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

- safeguarding and child protection policy;
- staff code of conduct and staff acceptable use policy;
- behaviour policy;
- procedures for managing children who are absent from education, particularly on repeat occasions and/or prolonged periods; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Records of all child protection training undertaken are kept for all staff and governors.
Training will ensure that staff are aware of a range of safeguarding issues, including online safety, child-on-child abuse, sexual harassment and sexual violence, persistent absence from education, alcohol and drug misuse, serious violence, exploitation, and the risks associated with the sharing of nudes and semi-nudes, including consensual and non-consensual sharing and AI-generated or manipulated imagery such as deepfakes. Training will also cover whole-school safeguarding responsibilities, child protection procedures, safe working practice and external reporting mechanisms.

Central Training Record

The DSL will maintain an up-to-date central training record showing who has completed safeguarding and child protection training and when, including Prevent training, Cyber Security training, regular updates, and any safeguarding knowledge check or quiz used by the school. The DSL will provide an annual update to the governing body as part of the annual safeguarding report.

Governor and Trustee Training

Although the governing body has a nominated safeguarding lead governor, all governors and trustees must complete appropriate safeguarding and child protection training, relevant to their role. This training will cover their strategic responsibilities, including oversight, assurance and appropriate challenge. Training will be refreshed at least every three years, with annual updates in between.

The Prevent Duty

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.

- **Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:**
  (1) negate or destroy the fundamental rights and freedoms of others; or

(2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
(3) intentionally create a permissive environment for others to achieve the results in (1) or (2).

- The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

The school has regard to the statutory Revised Prevent Duty Guidance:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The school ensures that pupils are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering and will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

All staff are required to complete the online Channel training every two years:
http://course.ncalt.com/Channel_General_Awareness/01/index.html
a programme focusing on providing support at an early stage to people who are identified as being at risk of being drawn into terrorism.

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 shared values through PHSE and encourages pupils to develop positive character traits such as resilience, determination, self-esteem and confidence.

Where a member of staff has a concern about a particular pupil they should follow normal safeguarding procedures, discussing with the DSL and where necessary with children's social care.

Prevent concerns should be shared with prevent@islington.gov.uk where concerns can be discussed and requests made for a Prevent Referral form.

The Department of Education has a dedicated telephone line 020 7340 7264 and email counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations; normal emergency procedures should be followed if a child is at immediate risk of harm.
Prevent concerns will be managed as safeguarding concerns. Staff must record and report concerns to the DSL without delay. The DSL will consider the child's needs, risk, online and offline influences, and whether advice or referral is required. In Islington, Prevent referrals should be made through prevent@islington.gov.uk and CSCTReferrals@islington.gov.uk.

Our Prevent arrangements

- **Leadership, risk and training:** Senior leaders and the DSL will understand local and national Prevent risks, work with relevant partners, complete and review a proportionate Prevent risk assessment annually, and ensure staff receive appropriate training, including Home Office Prevent Training and WRAP for Schools where relevant.
- **Online safety and environment:** We will have arrangements for filtering and monitoring, visiting speakers, curriculum content, premises hire and external activities, so children are not exposed to extremist or terrorist material or radicalising influences.
- **Curriculum and support:** We will promote fundamental British values, inclusion, respect, critical thinking, safe debate and online safety. Where a child is identified as susceptible to radicalisation, the DSL will consider pastoral support, family help, mentoring, consultation with the local Prevent team or referral to Prevent/Channel where appropriate.

Recognising concerns

There is no single profile of a child susceptible to radicalisation. Staff should consider concerns in context and be alert to changes in behaviour, online activity, peer relationships, language, attitudes, isolation, grievances, identity concerns, exposure to extremist content, or association with individuals or groups that promote terrorism or extremist ideology.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Safer Recruitment

A 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 the DfE statutory guidance, **Keeping Children Safe in Education 2024**, as well as the **London Child Protection Procedures 2023.**

As part of the school's safeguarding culture, the school has robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.

Any members of staff who are involved in the recruitment and selection process are appropriately trained in safer recruitment, covering the topics contained in Part 3 of KCSIE 2026 at a minimum. In accordance with The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 we will ensure that at least one of the persons who conducts an interview has completed safer recruitment training recommended by the Islington Safeguarding Children Partnership and should be repeated every three years.

The school will ensure that the safer recruitment process covers all paragraphs of KCSIE 2026 in relation to advertisements, application forms, shortlisting, employment history and references, selection, ID, DBS checks, etc. including carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online

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 DBS and professional checks and verifications of qualifications and identity.

We will refer to the legislation under the Education and Skills Act 2008, S128 as follows: individuals prohibited from managing or governing-schools

In addition, we carry out our own checks on all visitors such as governors, curriculum workshop workers, sports coaches, after school activity tutors, students and supply teachers if they are not employed by an agency who administer their own checks. We require photo identification as well as DBS clearance documentation before any person is allowed into the school building unattended by a member of staff. If we have any concerns about any individuals we follow the important step of reporting them to the DBS.

We will use check-a-teachers-record as part of our pre-employment checks for all those with a teacher reference number including teaching assistants and higher level teaching assistants.

We will ensure that our Single Central Record is accurate and complete, ensuring in particular that:

- From 1 September 2026, the school will apply the updated regulated activity requirements, including the removal of the supervision exemption for volunteers. Volunteers who teach, train, instruct, care for or supervise children frequently, or who undertake overnight activity, will be treated as being in regulated activity and will require an enhanced DBS check with children's barred list information.
- staff will be added to it, even if they only work for one day; and
- details will be removed from it once an individual no longer works for the school.

PART TWO

Roles and Responsibilities

The Governing Body

The Governing Body holds responsibility for ensuring that the safety of the children in this school is always 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. All governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED).

- **Human Rights Act 1998:** being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR).
- **Equality Act 2010:** governing bodies and proprietors should carefully consider how they're supporting their pupils and students regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act.
- **Public Sector Equality Duty (PSED):** you can take positive action to deal with particular disadvantages affecting pupils (where you can show it's proportionate). This includes making

reasonable adjustments for disabled pupils. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

- Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination.

Our school has a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that the school has an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. **They are responsible for liaising with the Head Teacher and the DSL regarding child protection issues in terms of their strategic role – they will not be involved in concerns about individual pupils.**

The Governing Body will read and follow KCSIE 2026.

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.

Whilst the Governing Body holds overall responsibility for child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Head Teacher. It is the duty of the Governing Body to evaluate this policy annually.

The Designated Safeguarding Governor is responsible for liaising with the head Teacher and the DSL regarding child protection issues. This governor will also liaise with Islington Council's Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Head Teacher. This name of this governor is **Constance d'Achon**.

The Governing Body ensures

- that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually;

- there is a named designated safeguarding lead and deputy safeguarding lead in place;

- that the DSL has the appropriate status and authority to carry out the job and that they are given any additional time, funding, training, resources and support needed to carry out their role effectively.

- the school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low level concerns), about staff members (including supply staff, volunteers, and contractors;

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

- that all staff and volunteers undergo safeguarding and child protection training at induction including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and that it is then regularly updated. We will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

- All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe;
- that for those staff engaged in management roles, an additional check is required to ensure they are not prohibited under section 128 provisions; this includes all governors;
- along with the school leadership team, that recruitment procedures are followed which help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school;
- our pupils are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. Our school works in accordance with new government regulations which make the subjects of Relationships Education mandatory;
- this policy reflects that children with SEND or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school);
- that the leadership team and all staff have an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems in place for online usage, as well as how to manage them effectively and know how to escalate concerns;
- that online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures;
- that the appropriate level of security protection procedures are in place in order to safeguard our systems, staff and learners and that the school reviews the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies;
- that members of staff who are working within the Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2025;
- that, where another body is providing services or activities, they seek assurance that they have appropriate safeguarding and child protection procedures in place – regardless of whether or not the children attending these are children from our school; where services or activities are provided separately by another body this is not necessarily the case. Governors will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters, where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Governors will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe

in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Roles and Responsibilities of the Head Teacher

The Head Teacher 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 Head Teacher's responsibility to allocate sufficient resources and time to enable the responsibilities of the DSL for Child Protection to be discharged fully and to ensure that staff are able to attend strategy discussions and child protection conferences and other inter-agency meetings and to contribute fully to the assessment of children.

The Head Teacher is responsible for ensuring that all stakeholders, including children, 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 Head Teacher who will deal with the concerns appropriately.

The Head Teacher manages all concerns about the conduct of adults in the school in relation to safeguarding and child protection. All concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy.

The Head Teacher will ensure that there are robust systems in place to cover for the DSL's planned and unplanned absences from the school, including having Deputy DSLs who have the role added to their job descriptions.

Roles and responsibilities of the Designated Safeguarding Lead (DSL)

The school has appointed a member of the senior leadership team, **Corinne Atsu-Valentine**, as the DSL. The DSL has the **lead responsibility** for the day-to-day oversight of safeguarding and child protection systems in school, including online safety and understanding the filtering and monitoring systems and processes in place. The school has also identified additional staff to deputise (DDSLs) for when the DSL is not available.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Board in line with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals, at least annually, to keep up with any developments relevant to their role.

During term time the DSL (or a deputy) will always be available (during normal school or college hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in *exceptional circumstances* availability via phone and or video call or other such mediums is acceptable. If the DSL (or deputy) is only available via video call or telephone, they must ensure that there are clear and safe parameters in the use of this technology and will ensure the space is confidential, if the conversation is recorded and how this will be stored.
During term time, the DSL will always be available (during normal School hours) for staff to discuss any safeguarding concerns.

Out of term time, the Head Teacher is available via telephone.

The DSL is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of this policy and our procedures and that they are followed at all times.

The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for Looked After Children and the Head of the Virtual School for all children who are looked after or have previously been looked after and children in kinship care.

Additionally, the DSL will:

- ensure that all staff receive appropriate child protection training to 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;

- maintain and up-date child protection and safeguarding policies and procedures, ensuring that they are disseminated and adhered to by all staff;

- ensure 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;

- manage child protection concerns and make 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 as appropriate;

- attend and provide reports to child protection conferences and core group meetings and contribute to child protection plans;

- monitor the attendance and progress of children who are the subject of child protection plans and implement the school's part of the plan;

- inform Children's Social Care of any proposed change of school of a child who is subject to a protection plan and alert them if a child who is subject to a protection plan is absent for more than two days;

- ensure that relevant information about children is shared with staff on a 'need to know basis';

- maintain accurate child protection records which are held securely and confidentially;

- ensure 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;

- ensure that complete and accurate records are forwarded to receiving schools whether that be at 11+ or for any other reason;

- ensure that parents and carers have access to the school's child protection policy and that it 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 Parent and Carer handbook;

- have a working knowledge of the role and function of the Islington Safeguarding Children Board. www.**islington**scb.org.uk ;

- ensure that all school staff receive up to date safeguarding training at least every three years and annually re updates;

- ensure that safeguarding policy and procedures are drawn to the attention of all temporary staff (see appendix 2);

- ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures;

- share, where possible and appropriate, any report in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures;

- ensure, if a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, that the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation;

- ensure, where the school is part of the core group, that the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's social worker immediately and then record that they have done so and the actions agreed;

- take responsibility for online safety as well as safeguarding and child protection;
- work with mental health leads where safeguarding is linked to mental health;
- promote supportive engagement with parents and carers
- promote educational outcomes of Children in Need by knowing and helping to address issues they have/are experiencing by:
    - ensuring the school knows which children need a social worker, understand their academic progress and attainment and maintaining a culture of high aspirations
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have/had a social worker reach their potential
    - recognising the lasting impact on educational outcomes
- work with the Head Teacher and 'relevant strategic leads' on information sharing:
    - understanding the importance of sharing information with other schools/colleges on transfers including in-year transfers and between primary and secondary education
    - ensuring information in child protection files is kept confidential and stored securely
    - ensuring that the child protection file is transferred to a new school/college within 5 days for an in-year transfer or within first 5 days of start of a new term.
- Ensure their training, knowledge and skills provide them with a good understanding of:
    - how to identify, understand and respond to specific needs that can increase the vulnerability of children
    - specific harms that could put children at risk
    - the important role they play in providing information and support to CSC to safeguard and promote their welfare
    - the lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, and what is needed to respond to this
    - the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
    - Children in Need (children with disabilities, those with relevant health needs and young carers) who have specific needs to be alert to.

The Governing Body, Headteacher and Leadership Team will ensure that the DSL is properly supported in this role in relation to the availability of appropriate time, support and resources.

Roles and responsibilities of the Deputy Designated Safeguarding Leads (DDSLs)

The Head Teacher, Deputy Head Teacher and Assistant Head Teachers are the Deputy Designated Safeguarding Leads (DDSLs) for child protection in the school. This is stated in their job descriptions.

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. In the absence of the DSL, staff should report any concerns to one of the DDSLs who will act in accordance with this policy and the Safeguarding Children and Safer Recruitment in Education/London Child Protection Procedures and report back to the DSL.

Responsibilities of the school staff, volunteers and regular visitors

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.

This includes children and young people who:

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

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 will be given the policy and know to 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 DSL as a matter of priority or to one of the Deputy DSLs in her absence.

Neither is it the role of the DSL to decide whether a child has been abused or not. This is the task of Children's Social Services who have the legal responsibility. But it is the responsibility of the DSL to ensure that concerns are shared and appropriate action taken.

Visitors will receive a leaflet with summary information to support the school's safeguarding procedures.

Visitors will let the class teacher or a DSL know if they have any concerns about a child. This will be relayed to supply teachers through a school information sheet which they receive before beginning work. Volunteers will be informed of these duties by the class teacher. Designated members of staff for child protection will be identified on the staff photo board in the school foyer as well as on the walls of each floor in the school.

All staff

- are aware of their responsibility for referring any concerns. They are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

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

- and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect, and will pass this information on immediately to the DSL, or, in their absence, the deputy DSLs.

- have a responsibility to provide a safe learning environment in which our children can learn. They will ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning

- understand that any child may benefit from Early Family Help and they are aware of the local Early Family Help process and their role in it.

- know how to access edition 6 of the London Child Protection Procedures at http://www.londoncp.co.uk/

- are aware of the school's 'Whistleblowing and Managing Allegations Policy' and how to access it.

If, in exceptional circumstances, the DSL or deputy is not available, staff should speak to a member of the Senior Leadership Team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or Deputy as soon as is practically possible.

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 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 DSL that they have made a child protection referral as a matter of priority.

Shared Sites

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

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

Site Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

The school will have clear arrangements in place for all visitors and external speakers coming onto the premises. Visitors attending in a professional capacity will be asked to provide identification, and the school will seek assurance that they have had the appropriate DBS checks for the activity they are carrying out, where relevant; in such circumstances, the school will not normally ask to see the DBS certificate itself. Where a visitor will have no contact with children, a DBS check is unlikely to be required. Before inviting or permitting an external organisation or speaker to work with pupils, the school will consider the educational value of the activity, whether the content is age appropriate, the suitability of the organisation or individual, and whether any relevant checks, risk assessment or supervision arrangements are needed. All visitors must follow the school's safeguarding and visitor procedures while on site.

Any individual who is not known or identifiable should be challenged for clarification and reassurance. We will not accept the behaviour of any individual (parent or professional) who threatens school security or causes others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to our site.

Allegations against school staff, including supply, volunteers and contractors (see also our Behaviour Policy)

Allegations that may meet the harm threshold
We recognise that it is possible for staff, supply staff and volunteers to pose a risk of harm to children by behaving in a way that might cause them harm. We will take seriously any allegation received and follow the guidance in Part 4, Section 1 of KCSIE 2026.

A referral to the Local Authority Designated Officer will be made immediately if a member of staff, volunteer, supply staff or contractor has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside school that might make an individual unsuitable to work with children – this is known as transferable risk.

- Behaves in a manner that discriminates against a child on the basis of one or more of their protected characteristics [1].

[1] as defined by the Equalities Act 2010

In the event that there are concerns regarding any one or more of the above criteria the following will take place:

1. Basic enquiries to establish facts before contacting LADO
2. A case manager (usually the headteacher or the chair of governors if the allegation is against the headteacher) will lead the investigation
3. The case manager will discuss any concerns about the welfare of other children in the community or the member of staff's family with the DSL and make a risk assessment
4. The DSL may then make a referral to children's social care

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this should be immediately referred to the headteacher.
Where there are concerns/allegations about the headteacher, this should be referred to the chair of governors;

Where there is an allegation against an agency or supply member of staff, we will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support.

Allegations made against school staff, supply staff and volunteers will be dealt with according to the process laid out in Part 4 of Keeping Children Safe In Education 2024 and the ASV/LADO procedures (LSCB 2017). The Head Teacher or the Chair of the Governing Body, **Julia Marlow**, (if it is an allegation about the Head Teacher) will work with the Local Authority Designated Officer (020 7527 8101) 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. This role is distinct from the DSL as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

School staff will not investigate cases of suspected abuse themselves. The school will cooperate fully with the Police and Children's Social Care.

To assess the most appropriate course of action, the following initial information will be collated:

- the date and time of the observation or the disclosure;
- the exact words spoken by the child/staff/member/parent/volunteer as far as possible;
- the name of the person to whom the concern was reported (with date and time);
- the names of any other person present at the time; and
- and wider relevant knowledge or background information.

(*Note: it is <u>not appropriate</u> at this stage to conduct formal interviews or take written statements from staff, as this could compromise a later or police investigation)*

The Local Authority designated officer (LADO) **must be informed within one working day** on Tel: **020 7527 8101/8102**. The LADO will clarify if and how the matter will be taken forward and what appropriate course of action should be taken. In serious situations, the LADO will advise whether a suspension should take place immediately.

All staff have a duty to protect children from abuse and keep children safe. Wanting to support a colleague or finding it difficult to believe what you have seen or heard must come second to that. Staff must be vigilant in relation to inappropriate behaviour displayed by members of staff, or any other person working with the children. Examples include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual roles and responsibilities; or inappropriate sharing of images.

- If any worker is concerned that no action is being taken, it is their responsibility to report the matter directly to the LADO
- It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the DSL or DDSLs who will deal with the concerns appropriately
- This often difficult issue should be discussed at staff meetings so that all staff understand what is meant by the term 'whistle-blowing' and their responsibilities with regards to it, and are able to raise concerns with the DSL
- Staff must give management details of any incident, order, determination, conviction or any other possible issue which may impact on their suitability to work with children.
- If any such event should lead to disqualification appropriate action will be taken to ensure the safety and well-being of children in the setting.
- Details will be forwarded to OFSTED who, in certain circumstances, may consider a waiver of the disqualification in line with relevant legislation.

Low level concerns / allegations that do not meet the harm threshold
Low level concerns (including allegations) are those that do not meet the harm threshold set out above. Concerns may arise in several ways from various sources, e.g. suspicions, complaints, a disclosure made by a child, parent or other adult or member of the public or as a result of vetting checks undertaken. We will manage and record such concerns and take appropriate action to safeguard children. If we have any doubt as to whether a low-level concern meets the harm threshold, we will consult with Islington's LADO.

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We believe it is critical to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold in Part Four - Section One KCSIE 2026) are shared responsibly and with the right person, recorded and dealt with appropriately. This is to ensure that problematic or inappropriate behaviour is identified early, the risk of abuse is minimised and that all adults working in the school are clear about

professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

A low-level concern means that the behaviour towards a child does not meet the threshold set out above (paragraph 355 of KCSIE 2026). A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating children.

We believe it is crucial that any such concerns, including those which do not meet the allegation/harm threshold above, are shared responsibly and with the right person, and recorded and dealt with appropriately. This will also protect staff from potential false allegations or misunderstandings.

Low-level concerns about a member of staff will be reported to the DSL. Where a low-level concern is raised about the DSL, it will be shared with the Head Teacher. The head teacher will work collaboratively with the DSL when dealing with low level concerns, apart from those about the DSL.

- Low-level concerns must be shared promptly with the headteacher. Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted or may fall below expected professional standards.
- Where a low-level concern relates to a supply worker, trainee teacher, contractor or other person not directly employed by the school, the concern will be recorded and their employer will be notified so that any patterns of behaviour can be identified.
- The LADO will be consulted.

The school encourages staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern will be shared with the DSL and/or Head Teacher and recorded as below; the employer i.e. the head Teacher or the Chair of Governors, if it is the Head Teacher who has been identified as a concern, will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

All low-level concerns will be recorded in writing by the DSL. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, unless the individual wishes to remain anonymous. This will be respected as far as reasonably possible.
Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) (as per paragraph 117 KCSIE 2026.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will either implement sanctions or, where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO.

Consideration will also be given to whether there are wider cultural issues within the school that have enabled the behaviour to occur and where appropriate policies will be reviewed and updated or extra training delivered to minimise the risk of it happening again. The records will be retained at least until

the individual leaves the employment of the school, unless there is an ongoing investigation taking place.

All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

We are aware of our legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook or the Code of Conduct.

We may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO as above.

Curriculum, Learning at Home and Online Safety

Our school plays a crucial role in preventative education**.**

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:

- our behaviour policy
- our pastoral support system
- a planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

- Our school recognises our essential role in helping children through PSHE to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Our school will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering relevant issues in the Relationships Education and Health Education curriculum.

- We will be flexible in how we discharge our duties effectively within the first year of compulsory teaching and have been encouraged to take a phased approach (if needed) when introducing these subjects.

- **Relationships and Sex Education and Health Education:** https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Where children are being asked to learn online at home, the DfE has provided Providing Remote Education Advice for Schools and settings. It is essential that children are safeguarded from potentially harmful and inappropriate online material. Staff with access to school devices are reminded about rules on the **misuse of school technology** – devices used at home will be used just as if they were in full view of a teacher or colleague. School staff will:

- not use private accounts
- log all contacts
- log issues and concerns
- consider children with SEND
- avoid private chats with children

Learning at an Alternative Provision

We recognise that some children attending alternative provision (AP) may have additional vulnerabilities or complex needs. The school remains responsible for ensuring that appropriate safeguarding arrangements are in place and will seek written confirmation that the alternative provision has completed appropriate safeguarding checks on staff working with children as per the Children's Wellbeing and Schools Act 2026 which strengthens inspection, information-sharing and enforcement powers in relation to independent education settings and alternative provision, with safeguarding at the centre. This means that there will be increased scrutiny of safeguarding practice across all AP and clearer expectations to carry out appropriate due diligence for our setting.

We will ensure that we know and visit the address where each child is being educated, including the full address of the provision and any subcontracted provision or satellite site they may attend. We will review each placement at least half-termly to assure ourselves that the child is attending, engaging, making progress, and that the placement remains safe and suitable. Where safeguarding concerns arise, these will be considered by the DSL and responded to in line with this policy and local safeguarding procedures. The placement will be reviewed promptly and may be suspended or ended if concerns are not addressed satisfactorily. We will follow the statutory Department for Education guidance, Arranging Alternative Provision 2025, to ensure we meet our safeguarding and educational responsibilities.

Residential Settings and School Trips

During residential trips, we will comply with our safeguarding duties as set out in Keeping Children Safe in Education 2026 and will ensure that sleeping arrangements are planned in advance, risk assessed, appropriately supervised, and consistent with relevant equality, safeguarding and residential accommodation requirements. Risk assessments for residential provision and school trips will consider the needs and safety of all children, including children with SEND or communication needs, known safeguarding concerns, child-on-child abuse risks, sleeping arrangements, supervision, privacy, toileting and changing arrangements, and any individual requests for support or alternative arrangements.

We are alert to the additional safeguarding vulnerabilities that may arise in a residential setting including the increased vulnerability of children with SEND or communication needs, the potential for inappropriate pupil relationships, child-on-child abuse, sexual harassment or harmful sexual behaviour, and risks linked to the balance of boys and girls in the group or setting. Safeguarding arrangements for residential provision will be led by the DSL, supported by senior leaders, and will include appropriate risk assessment, supervision, information sharing and recording

When considering any request for support with social transition in relation to residential accommodation, toilets, changing rooms or single-sex activities, the school will comply with its safeguarding duties and its obligations under the Equality Act 2010 and Human Rights Act 1998. In line with statutory guidance and the requirements relating to school premises, independent school standards and residential accommodation, pupils must not be permitted to use toilets, changing rooms, boarding or residential accommodation designated for the opposite sex. Where single-sex sporting activities are provided for safety reasons, pupils must not participate in sports designated for the opposite sex. Any request for support will be considered sensitively and, on a case,-by-case basis, with regard to the child's welfare, privacy, dignity and safety, while ensuring that safeguarding, supervision and legal requirements are met.

As a general safeguarding expectation, children will not share overnight accommodation with a child of the opposite biological sex. Where a child does not feel comfortable sharing accommodation with children of the same biological sex, the school will consider alternative safe arrangements where reasonably practicable. Decisions will be made on a case-by-case basis, taking account of the child's welfare, privacy, dignity, any known risks, the views of parents/carers where appropriate, and the school's duties under safeguarding and equality legislation.

The school will keep a written record of the rationale for any alternative arrangement and will ensure that supervision, staffing and emergency arrangements remain suitable throughout the residential visit.

We will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff so that our children will be listened to and heard, their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support include:

- School Council
- Worry boxes
- Buddy and peer-mentoring systems
- Peer mediation
- PSHE events
- Regular feedback questionnaires with children
- Anti-Bullying Policy
- Think U Know, Childnet, Digital Literacy Scheme of Work, etc.

We recognise that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The DSL and leadership team taken particular note of paragraphs 134-151 regarding Online Safety within KCSIE 2026.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and deputy DSLs, when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safeguarding within the school.

Our school identifies that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism,

radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories are all considered to be safeguarding harms.

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

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

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

We recognise the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2026 and we have appropriate policies in place that are shared and understood by all members of the school community.

The school's approach to online safety will consider the 4 'c's above. We have clear rules relating to the use of mobile and smart technology that means pupils are not allowed to access their mobile phones. In doing so we are preventing and deterring the use of mobile phone networks during school time for pupils to sexually harass their peers via their mobile and smart technology, share indecent images - consensually and non-consensually - (often via large chat groups), and view and share pornography and other harmful content. This approach is also reflected in our online safety, behaviour and anti-bullying policies.
We recognise that online safety is part of the whole school approach to safeguarding which includes:

- parental engagement with online safety;
- an appropriate level of security to protect users and their data;
- an annual review of the school's online safety procedures which include a risk assessment that reflects and considers the risks children face online;
- curriculum planning;
- teacher training; and
- the role and responsibilities of the DSL.

Further information reading the specific approaches relating to this can be found in the school's Employment Manual.

We ensure that appropriate filtering and monitoring systems are in place on school devices and school networks when pupils and staff access school systems and internet provision. We will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

The school's filtering and monitoring systems are: LGFL Webscreen and Hapara.

We will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online. We will use the new department for education 'plan technology for your school service' for self-assessment against filtering and monitoring standards and receive personalised recommendations on how to meet them.

When using generative AI in Settings, we will follow the newly published Generative AI: product safety expectations to support us to use generative artificial intelligence safely. We will ensure we are up to date with the latest relevant guidance and will use the these links to support us further Generative

artificial intelligence (AI) in education - GOV.UK and Using AI in education: support for school and college leaders - GOV.UK

Mobile phones and digital devices can present a number of problems when not used appropriately. Phones and personal devices can allow internet access and bypass the centre security settings and filtering.

Mobile phones with integrated cameras could lead to child protection, bullying and data protection issues with regard to inappropriate capture, use or distribution of images of children or staff. Therefore:

- staff will not have mobile phones with them whilst working with children;
- staff mobile phones will be kept in bags and used only during break time in the staff room or outside the setting, unless there is a specific need for their use;
- parents will be requested to avoid giving their children access to their mobile phones for other activities particularly any that involve access to the internet;
- the school's landline will be used for staff as an emergency contact;
- staff will not photograph pupils for personal reasons – only for educational purposes, such as assessment, displays, etc. and with a school device;
- staff will know the children for whom photography is not allowed – as per the image consent forms issued to all parents and carers; and
- no one is permitted to photograph or record images with children in changing or toilet areas.

The DSL has lead responsibility for online safety, including oversight of filtering and monitoring. Staff with appropriate expertise may support the DSL and leadership team with curriculum planning, technical decisions, risk assessments, data protection and the safe and ethical use of generative AI.

We will have clear rules on the use of mobile phones, cameras, smart watches and other devices with imaging, recording or sharing capability by staff, pupils, volunteers, visitors and parents/carers. In line with KCSIE 2026, the school should be mobile phone-free by default, with any exception carefully considered and managed. Expectations will be reflected in relevant policies, including behaviour, anti-bullying, acceptable use and image-use policies.

Smartphone use during the school day

In line with the Children's Wellbeing and Schools Act 2026, William Tyndale Primary School will have and implement a policy that prohibits pupils from using smartphones during the school day, except where a clearly defined exception applies. This supports safeguarding by reducing exposure to online harms, including child-on-child abuse, sexual harassment, filming and sharing incidents, bullying and access to harmful content.

Our local arrangements are set out in the Parent Handbook and explain that phones must be handed into the school office.

Exceptions, including reasonable adjustments for SEND, medical or disability-related needs, will be agreed by Olivia Ayers, SENDCO and Assistant Headteacher and recorded clearly and reviewed as needed. Expectations will be communicated to pupils, parents, carers and staff and reflected in the behaviour, online safety, acceptable use and safeguarding policies.

Online Safety Review

In line with *Keeping Children Safe in Education 2026*, William Tyndale Primary School will complete an annual online safety review, using 360safe or https://onlinesafetyaudit.lgfl.net/ where appropriate. The review will consider policy, curriculum, staff training, pupil voice, parental engagement, incident

records, acceptable use, filtering and monitoring, and emerging risks. Findings will be reported to the Governing Body and used to update the safeguarding action plan.

Online safety is embedded through parental engagement, appropriate security, staff training, curriculum planning, DSL oversight and an annual review of procedures and risk assessments. We will teach children how to recognise online risks, make safe choices, seek help and use technology responsibly. We will also work with parents and carers so they understand how children are supported online, what filtering and monitoring arrangements are in place, which websites or platforms may be used, and whether children may interact with staff online.

- unsuitable material is accessed or appears accessible;
- filtering or monitoring systems fail, or misuse is suspected;
- restrictions unreasonably affect teaching, learning, safeguarding or administration; or
- abbreviations, misspellings or workarounds allow access to restricted material.

Cybercrime and Cyber Security

Cybercrime is criminal activity committed using computers or the internet. We recognise that children may be at risk of being drawn into low-level cyber-dependent offences, as well as being affected by cyber-enabled harm such as fraud, online exploitation, bullying or unsafe online behaviour. Where concerns arise, staff should follow safeguarding procedures, seek advice from the DSL and consider whether specialist support or referral is needed.

We will use relevant guidance, including Harmful online challenges and online hoaxes, to support preparation and proportionate responses to online challenges and hoaxes. Staff are expected to complete the National Cyber Security Centre cyber security training for school staff. Additional advice is available through Cyber Choices. The school is also implementing measures in line with the cyber security standards for schools and colleges to strengthen cyber resilience and support our safeguarding responsibilities.

Images, Videos and Early Years Screen Use

For children in the early years, screen use will be limited, purposeful and developmentally appropriate, in line with Help for early years providers: screen use. Screens should not replace adult interaction, play, movement, communication, outdoor learning, real-world exploration or rest.
We will follow UK Safer Internet Centre guidance on managing images and videos on school websites and social media. Best practice includes regularly reviewing online content, avoiding unnecessary personal identifiable information, removing image metadata, and limiting public visibility of children's images.

It is not the intention to prevent parents or carers from taking pictures, but to ensure that photographic practices are monitored and to reduce the risks of inappropriate photography or filming.

<u>Internet and Photography</u>

The internet will not to be made available to children on our school premises except under the direction and supervision of staff.

Parents are requested not to allow their children access to the internet on their personal devices whilst on the school's premises.

Our commitment to safeguarding children is voiced on our school's website:

William Tyndale School is committed to safeguarding and promoting the welfare of all its pupils.

This policy will be implemented by the DSL in accordance with procedures herein.

This policy will be monitored by the Senior Management Team, which includes the DSL and the DDSLs. This policy will be reviewed annually by the Governing Body.

USEFUL CONTACTS

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk
- Home - Kooth
- Shore Space: www.shorespace.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Abuse

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage
- FGM: Summary of Mandatory FGM reporting duty
- Islington FGM Risk Assessment
- Karma Nirvana

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and Extremism

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk (hate crime)
- New definition of extremism (2024) - GOV.UK (www.gov.uk)
- Prevent referrals to prevent@islington.gov.uk

Police 999

When to call the police when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) should help DSLs understand when they should consider calling the police and what to expect when they do

Islington Children's Services Contact Team 020 7527 7400 CSCTreferrals@islington.gov.uk

Islington LADO Telephone: 0207 527 8101/02 Email: lado@islington.gov.uk
LADO Referral Form

Islington Child Protection Advisors **020 7527 8102**

Islington Police Child Abuse Investigation Team **020 7421 0291**

Islington Women's Aid **020 8269 2121**

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

Islington Safeguarding Children Partnership (ISCP)
iscp@Islington.gov.uk

Principal Officer Safeguarding in Education (POSIE)
Anastasia.georgiou@islington.gov.uk
Pupil Services PupilServices@islington.gov.uk
Telephone 020 7527 5845
Alternative number Pupil Services: 020 7527 3747

Domestic Abuse, Violence against Women and Girls, FGM, Forced Marriage
Heather Vaccianna Anti-Bullying Coordinator heather.vaccianna@islington.gov.uk 0207 527 7793, 07584 370797

The Sunflower Project offers direct support to children and schools to identify and implement gender equality initiatives – contact Tanya.Pinnock@islington.gov.uk 07815 990 366

Prevent
Prevent Education Lead: Bev Thomas Beverley.Thomas@islington.gov.uk;
Tel : 020 7527 3018
prevent@islington.gov.uk

Safeguarding Guidance and Statutory Links
Preventing neglect, abuse and exploitation

- Arranging Alternative Provision - guide for LAs and schools

- Child abuse linked to faith or belief: national action plan
- Child sexual exploitation: definition and guide for practitioners
- DfE Information Sharing Advice for Practitioners

- Data Protection Toolkit for Schools
- **Error! Hyperlink reference not valid.** :
- **Error! Hyperlink reference not valid.** May 2024)
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- London Safeguarding Children Procedures and Practice...
- Mental health and behaviour in Schools - Publications - GOV.UK
- Missing Children and Adults

- Preventing bullying - GOV.UK
- Promoting children and young people's emotional wellbeing
- School suspensions and permanent exclusions - GOV.UK

- Statutory Guidance on Relationships, Sex and Health Education

- The right to choose: Forced Marriage multi-agency statutory guidance
- What to do if you're worried a Child is being Abused
- Whistleblowing Helpline NSPCC 0800 028 0285 email help@nspcc.org.uk
- Working together to safeguard children 2026

Legislation

- Education Act 2002
- Equalities Act 2010
- Children Act 1989
- Children Act 2004
- Children's Wellbeing and Schools Act 2026
- Crime and Policing Act 2026

Additional domestic abuse and community-based support

Schools should review this appendix at least annually and update local contacts, referral routes and website links as required. Schools may also wish to add details of internal safeguarding leads, pastoral staff, mental health support, local early help services and any school-specific referral pathways.

APPENDIX 1 - GUIDANCE ON SPECIFIC AREAS OF CONCERN

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff are alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, our school can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

The four main categories of abuse are **physical, sexual, emotional abuse** and **neglect**. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms including 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. Physical abuse can also occur outside of the family environment.

Some possible signs of physical abuse:

- Unexplained injuries, for example, bruising, bite marks, burns and fractures, particularly if recurrent;
- Improbable explanations given for injuries;
- Several explanations provided for an injury;
- Refusal to discuss injuries;
- Untreated injuries;
- Withdrawal from physical contact;
- Admission of punishment which seems excessive or inappropriate;
- Shrinking from physical contact or flinching;
- Fear of going home or of a parent/carer being contacted;
- Fear of undressing or changing or being changed;
- Fear of medical help;
- Aggression/bullying;
- Over-compliant behaviour or a 'watchful attitude';
- Running away;
- Significant changes in behaviour with no explanation;
- Unexplained patterns of attendance;
- Covering up i.e. wearing seasonally inappropriate clothing;
- Signs of physical discomfort without explanation; and
- Female genital mutilation - partial or total removal of the external female genitalia or injury to the female genital organs;

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It can 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 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 over protection 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Some possible signs of emotional abuse:

- Continual self-deprecation, low self-esteem;
- Fear of new situations, beyond what would be appropriate;
- Inappropriate emotional responses to new, difficult or painful situations;
- Self-harm (this can present in young children as well as older ones);
- Compulsive stealing, scrounging;
- Obsessive behaviours such as rocking or thumb-sucking;
- Detachment – 'Don't care' attitude;
- Social isolation – does not join in and does not have friends;
- Attention-seeking behaviour beyond what would be age appropriate;
- Eating problems including lack of appetite or over-eating;
- Depression, withdrawal;
- Inability to concentrate;
- Obsessive masturbation in public;
- Acting out aggression between parents or talking about domestic violence at home; and
- Attaching inappropriately to strangers or people that they do not know well.

Sexual Abuse

Sexual abuse is any sexual activity with a child. It 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 a 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. The sexual abuse of children by other children, also known as peer on peer abuse is a specific safeguarding issue in education.

Some possible signs of sexual abuse:

- Continual or excessive masturbation;

- Asking if you will keep a secret if they tell you;
- Unexplained sources of money, sweets or presents;
- Reluctance to get changed for an activity;
- Chronic ailments such as stomach ache or headaches;
- Involving other children in sexual activity;
- Self-harm;
- Bruises, bites or marks on the body;
- Scratches, abrasions or persistent infections in anal or genital regions;
- Age-inappropriate sexual awareness, may be evident in play, drawings, vocabulary, writing or behaviour towards children or adults;
- Attempts to teach other children about sexual activity;
- Attempting to coerce other children into sexualised games or behaviours;
- Refusal to stay with certain people or to go to certain places; and
- Aggression, anger, anxiety, tearfulness.

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 and/or provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. This could be when a child's/young person's personal or intimate requirements are ignored, not ensuring children/young people are safe, or exposure to undue cold, heat or unnecessary risk of injury.

Some possible signs of neglect:

- Constant or frequent hunger;
- Small stature or growth or, in babies or young children, not meeting milestones with no medical explanation;

- Poor personal hygiene – in babies or young children this might present as always having nappy rash or regularly being left in dirty, soiled clothes/underwear;
- Frequently being sent to school or nursery when ill;
- Inappropriate clothing (too large, too small, clothes for the opposite gender);
- Frequent lateness or non-attendance;
- Medical needs not met or treatment not sought;
- Low self-esteem, sense of unworthiness;
- Poor social and peer relationships;
- Constant tiredness or hunger;
- Compulsive stealing or scrounging;
- Constant lack of response or interest from parent/carer;
- Under-achieving at school or nursery; and
- High and unusual levels of anxiety or being preoccupied.

Specific Safeguarding Issues

Child-on-Child Abuse - Allegations of abuse made against other children (sometimes known as 'teenage relationship abuse')
Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

We recognise that children are capable of abusing their peers. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence and could take place inside school, outside school or online)
- sexual violence and harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

- We believe that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. There is an ISCP Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment which must be followed. We will seek advice and support from other agencies as appropriate.

We will take steps to minimise the risk of all forms of child on child abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and have access to support both within the school and externally (such as Islington Police, ChildLine etc.). Further information can be found in e.g. our PSHE and Sex and Relationships Education curricula.

Sexting

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

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

We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.
Sharing nudes and semi-nudes or 'Sexting' or 'Youth Produced Sexual Images' will not be tolerated and the school will respond to such cases in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people

'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim.

All staff will maintain a culture of 'it could happen here' and that if inappropriate behaviour is addressed early, this can help prevent abusive/violent behaviour

Victims of abuse will be distressed, which can affect progress in school. If the child who harmed is at the same school, this can be made worse.
Girls are more likely to be victims, boys more likely to harm other children and it could be a group of perpetrators or an individual.
Staff will keep in mind that some children have additional barriers to disclosing due to vulnerability, disability, gender, ethnicity and/or sexual orientation. They can help by reflecting back when hearing a report, using the child's language. They should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact upon memory, so children may not be able to recall all details or the timeline of abuse.

Child-on-child Sexual violence and sexual harassment (see https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges **and PART FIVE of KCSIE** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We are clear that sexual violence and sexual harassment

- can happen both inside and outside of school;
- is not acceptable and will never be tolerated;
- is not an inevitable part of growing up;
- will not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- will be challenged with such behaviours (potentially criminal in nature) as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts, not tolerated or dismissed.

- **Sexual violence** is

  - rape
  - assault by penetration;
  - sexual assault; and
  - causing someone to engage in sexual activity without consent.

- **Sexual harassment** (not intended to be an exhaustive list) can include:
  - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
  - sexual "jokes" or taunting;
  - physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
  - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - sharing of unwanted explicit content;
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats; and
    - upskirting**. 'Upskirting'** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Anyone of any gender can be a victim.

Our school has a **zero-tolerance** approach to sexual violence and sexual harassment as, without this approach, a culture of unacceptable behaviour can develop and in the worst case scenario, a culture that normalises abuse.

We recognise that, even if there are no reports, it doesn't mean it's not happening and that children with SEND are 3 times more likely to be abused than their peers.

Harmful sexual behaviour (HSB) can occur online and/or face-to-face and can also occur simultaneously between the 2. Both the ages and stages of development of the children are critical factors. The DSL and deputies will have a good understanding of HSB, which will form part of their safeguarding training. We recognise that children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support.

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

Our DSL will have discussed the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to inform this policy and our responses; they know about what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and confident in accessing this support.

Staff will not promise confidentiality as it might be in the victim's best interest to seek advice and guidance.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.

The DSL will balance the victim's wishes against their duty to protect the victim and other children

The DSL will consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk);
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged child who harmed is under 10, the starting principle of referring to the police remains.

In terms of anonymity, we will

- be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system;
- do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved; and
- consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

In terms of sanctions and the alleged child who harmed, the DSL should take the lead role. They can implement sanctions whilst other investigations are ongoing e.g. by the police. The fact another body is investigating/has investigated an incident doesn't (in itself) prevent the DSL and the school from coming to our own conclusion about what happened and impose a penalty accordingly. This is a matter for the DSL and they should consider it on a case-by-case basis considering whether:

- taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- there are circumstances that make it unreasonable/irrational for us to reach our own view about what happened

We can, and should, implement sanctions and still provide support at the same time, if necessary.

In terms of working with parents and carers, we will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but we will decide it on a case-by-case basis). The exception to this would be that if there's reason to believe informing a parent or carer will put the child at additional risk. We will think carefully about what information we provide about the other child involved, and when. We will ensure we work with relevant agencies to ensure our approach to information sharing is consistent. In line with good practice we will:

- Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress
- Meet with the alleged child who harmed parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. We will explain the reason behind any decision;

The DSL would attend these meetings and decide what other agencies should attend on a case-by-case basis.

In terms of safeguarding other children, we will support children who have witnessed sexual violence, especially rape and assault by penetration. We will do all we can to make sure the victim, alleged child who harmed and any witnesses are not being bullied or harassed. We will be aware of the likelihood that social media will play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, child who harmed and friends from either side.

Additionally

- we will ensure that victims understand that the law on child-on-child abuse is there to protect them, not criminalise them
- we will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment;
- as a relevant agency, we will be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements;
- if there are delays in the criminal process, it will be important for the DSL to work closely with the police (and other agencies as required) whilst protecting children and/or taking any sanctions against the alleged child who harmed – this would be to make sure our actions wouldn't jeopardise the police investigation. If we were to have any questions about the investigation, we would contact the police;
- when supporting the victim, we will:
  - Regularly review decisions and actions, and update relevant policies with lessons learnt
  - Look out for potential patterns of concerning, problematic or inappropriate behaviour, and, where we identify a pattern, decide on a course of action

- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again
- As children who have experienced sexual violence can display a wide range of responses, so we would remain alert to the possible challenges of detecting those signs and show sensitivity to their needs.

- We use the Lucy Faithfull Foundation harmful sexual behaviour toolkit, which provides support, advice and information on how to prevent this harmful sexual behaviour and provides resources to support our staff to respond to reports of sexual violence and harassment and use.
- We will also signpost children to the Lucy Faithfull 'shore space' website, which offers a confidential chat service supporting children worried about their own or some else's sexual thoughts and behaviours.

Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Contextual Safeguarding/Extra Familial Harm

The school recognises that safeguarding concerns can arise both within and outside the home. Contextual Safeguarding is an approach to understanding and responding to risks that children may experience in their peer groups, school, online and in the wider community. It recognises that the environments in which children spend time can influence their safety and wellbeing.

The school will take a whole-school approach to identifying and addressing extra-familial harm, including child-on-child abuse, sexual harassment and violence, bullying, exploitation, serious violence and online abuse. We will listen to pupils' experiences, identify patterns and trends, and work with parents, the local authority and safeguarding partners to reduce risks and improve safety.

The Designated Safeguarding Lead (DSL) will consider whether individual concerns may indicate wider contextual risks affecting groups of pupils or particular locations and will seek advice or make referrals where appropriate. The school will work in accordance with local safeguarding partnership procedures and relevant protocols relating to extra-familial harm.

We will use a self-assessment resource tool to identify what we are doing well to mitigate against the harm risks in our setting, and, importantly, to identify areas for development and improvement :https://www.contextualsafeguarding.org.uk/resources/toolkit-overview/beyond-referrals-harmful-sexual-behaviour/

Drug and Alcohol Misuse

The Islington Young People's Drug and Alcohol Service works closely with Children's Social Care, Targeted Youth Support and Youth Justice Services. Where we are concerned that a child may be misusing drugs or alcohol, we will seek advice and support at the earliest opportunity, before concerns escalate. This may include requesting workshops or training via https://forms.office.com/e/CF7DAnHDKe , calling 020 7527 5099 or 077 0265 7402, or emailing ycsmas@islington.gov.uk . Where appropriate, we will also seek a referral to the service so that the child can receive timely specialist support

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
This is the updated definition from Working Together to Safeguard Children. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some possible signs of sexual exploitation include children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or don't take part in education.

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Gangs, County Lines, Violent Crime and Criminal and Sexual Exploitation
We recognise the impact of gangs, county lines, violent crime and criminal and sexual exploitation on children and young people. We recognise that our initial response is important and so staff will take any allegation seriously and work in ways that support children and keep them safe.
All staff are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of the different forms of extra familial harm including sexual exploitation, criminal exploitation and serious youth violence. Staff are also aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues that put children in danger, such as:

- drug taking
- alcohol abuse
- deliberately missing education
- sexting

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group:

- takes advantage of an imbalance in power (including gender, sexual identity, cognitive ability, physical strength, status and access to economics or other resources) to coerce
- takes advantage to manipulate or deceive a child into sexual or criminal activity
- uses abuse in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the child who harmed or facilitator

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or:

- a series of incidents over time
- from opportunistic to complex organised abuse

The abuse:

- can involve force and/or
- enticement-based methods of compliance and
- may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

- All staff have been trained and recognise the need to be vigilant for the signs that may include those referred to in (b) (serious violence) above.

- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

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

What to do if you have concerns

1. Staff should not wait for a child to make a disclosure, they should act on concerns immediately.
2. Staff may overhear a conversation that suggests a child may have been harmed or behaviour may be an indicator.

- If the report includes an online element, staff may confiscate devices for evidence to hand to the Police. Searching, Screening and Confiscation can be followed

3.
4. Staff can ask children outright if they have been harmed and what the nature of the harm was.

Support

Pupils who have been experienced peer on peer abuse will be supported by being:

- offered an immediate opportunity to discuss the experience with a member of staff of their choice; and
- advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.

We are aware of and will follow the ISCB procedures https://www.islingtonscb.org.uk/key-practice-guidance/Pages/Education-and-safeguarding-education.aspx) for supporting children who are at risk of harm as a result of their own behaviour.

Pupils who are alleged to have abused other pupils will be helped by:

- discussing what happened, establishing the specific concern and the need for behaviour to change;
- informing parents/carers to help change the attitude and behaviour of the child;
- providing appropriate education and support;
- sanctioning them in line with our Behaviour Policy. This may include official warnings, removal of privileges (including denial of online access), fixed-term and permanent exclusions; and

speaking with police or other local services (such as Early Family Help or children's specialist services) as appropriate - see when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) on when to call the Police.

Next Steps

- The DSL's risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims. The DSL will regularly review the actions taken to respond to reports and
- Regularly review the risk and needs assessment and put active measures in place to safeguard pupils
- Any risk assessment should be informed by any CSC or multi-agency risk assessment

Staff should be aware of the following:

- Be aware of and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those happening outside of school
- Balance the victim's wishes against their responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to CSE and CCE and take the potential for sexual violence and harassment in intimate personal relationships into consideration
- Keep victim and child who harmed a reasonable distance apart on school premises including at before and after-school activities
- Ensure recording practice is comprehensive and accurate
- The DSL should know what the Early Family Help process is and how and where to access support

- The previous restrictions on the use of Police bail have been removed – the Police will now consider what action to take to manage the assessed risk of harm, this could include the use of Police or court bail.

Domestic Abuse

The Domestic Abuse Act 2021 creates a statutory definition of domestic abuse based on the existing cross-government definition.
'Abusive behaviour' is defined in the act as any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

For the definition to apply, both parties must be aged 16 or over and 'personally connected'.
'Personally connected' is defined in the act as parties who:

- are married to each other
- are civil partners of each other
- have agreed to marry one another (whether or not the agreement has been terminated)
- have entered into a civil partnership agreement (whether or not the agreement has been terminated)
- are or have been in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship in relation to the same child
- are relatives

Read the government's statutory definition of domestic abuse factsheet
"Economic abuse" means any behaviour that has a substantial adverse effect on one party's ability to—

- acquire, use or maintain money or other property, or
- obtain goods or services.

Operation Encompass provides advice and a helpline service for all staff members who may be concerned about children who have experienced or witnessed domestic abuse. The number is available weekdays from 8 am to 1 pm 0204 5139990.

Domestic violence is defined by the Home Office as:

Operation Encompass
Operation Encompass provides advice and a helpline service for school staff who are concerned about children who have experienced or witnessed domestic abuse. The helpline is available on weekdays from 8 am to 1 pm on 0204 513 9990.

When the school receives an Operation Encompass notification, the DSL or deputy DSL will:

review the information promptly,

check whether the child is already known to safeguarding or pastoral staff,

record the notification on the safeguarding system, and

consider what support is needed that day.

This may include a discreet check-in with the child, adjustments to routines or expectations, monitoring attendance, behaviour and wellbeing, liaising with the child's social worker or other professionals where relevant, and ensuring staff only receive information on a need-to-know basis.

Parents or carers will not be contacted about the notification unless it is safe and appropriate to do so.

The Daily Safeguarding Meeting

In Islington, high-risk domestic abuse concerns are considered through the Daily Safeguarding Meeting (DSM), rather than a monthly MARAC. The DSL should consider a DSM referral where risk to the survivor or children remains high despite initial safety planning, where a DASH risk assessment indicates high risk, where risk is escalating, where there is a repeat incident, or where professional judgement indicates that a multi-agency response is needed. Referrals should be made using the Islington DSM referral form and sent securely to MARAC@islington.gov.uk. Immediate risk should always be reported to the police on 999, or 101 where the situation is not an emergency.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

''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 includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

All agencies need to work together to identify and protect these children/young people. All children can witness and be adversely affected by domestic abuse in the context of their home life. Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

It has been widely understood for some time that coercive control is a core part of domestic violence and it is important to recognise coercive control as a complex pattern of overlapping and repeated abuse perpetrated within a context of power and control.

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

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

The legal definition of significant harm includes "the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home".

Professionals should apply the London Safeguarding Children Board guidance to all situations of domestic violence, for example, where it is perpetrated by women or girls against men and boys, within same sex relationships and from a child.

Professionals should be aware of the possibility that teenage girls could be experiencing violence within intimate partner relationship.

Spirit Possession or Witchcraft

Spirit possession is when parents, families and the child believe that an evil force has entered a child and is controlling them; the belief includes the child being able to use the evil force to harm others. A child may suffer emotional, physical and sexual abuse and neglect if they are labelled and treated as being possessed with an evil spirit. Significant harm may occur when an attempt is made to 'exorcise' or 'deliver' the evil spirit from the child. Dismissing the belief may be harmful to the child involved.

Honour Based Abuse

The Metropolitan Police definition of so-called **honour-based abuse** is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'. 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 a risk from their parents and families. It cuts across all cultures and communities.

The perceived immoral behaviour which could precipitate a murder include: inappropriate make-up or dress; the existence of a boyfriend; kissing or intimacy in a public place; rejecting a forced marriage; pregnancy outside of marriage; being a victim of rape; interfaith relationships; leaving a spouse or seeking divorce.

A child who is at risk of honour-based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Murders in the name of 'so-called honour' are often the culmination of a series of events over a period of time and are planned. These include: House arrest and excessive restrictions; denial of access to the telephone, internet, passport and friends; threats to kill; pressure to go abroad. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

As of 27th February 2023, Forced marriage is a crime to be reported. School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to Islington Children's Social Care 0207 527 7400 and if the risk is acute, to the Islington 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 www.gov.uk/stop-forced-marriage or 020 7008 0151 and the Honour Based Violence Helpline 0800 599 9247

Female Genital Mutilation (FGM)

The World Health Organisation defines **FGM** as: "all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons"

FGM is a criminal offence in the UK. It is also illegal to take a child abroad to undergo FGM. A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse.

Where a child is thought to be at risk of FGM, practitioners need to act quickly before the child is abused through the FGM procedure in the UK or taken abroad to undergo the procedure.

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. The average age is 10 to 12 years.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to **personally** notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Summary of Mandatory FGM reporting duty
If there are concerns that a girl is going to be cut, the DSL should complete the ISCB FGM Risk Assessment Tool Islington FGM Risk Assessment (contact Heather.vaccianna@islington.gov.uk) to identify the relevant indicators and inform further action.

The DSL will complete the FGM e-Learning package (FGM E-Learning Course – National FGM Centre)

The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes: FGM The Facts

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; and
- 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 much as 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 Islington Children's Social Care 020 7527 7400. Staff should be alert to the need to act quickly.

Forced Marriage

Forced marriage is a crime. It is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Our staff understand how to report concerns where this may be an issue. The school will contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email fmu@fco.gov.uk.

Suspicions that a child may be forced into marriage include: A family history of older siblings leaving education early and marrying early; depressive behaviour including self-harming and attempted suicide; being kept at home by their parents; being unable to complete their education; a child always being accompanied

including to school and doctors' appointments; a child talking about an upcoming family holiday that they are worried about; a child directly disclosing that they are worried they will be forced to marry.

Information about a forced marriage may come from the child themselves, or the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and a refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Where a suspicion or allegation of forced marriage or intended forced marriage is raised, there may be only one opportunity to speak to a potential victim, so an appropriate initial response is vital. Professionals should not minimize the potential risk of harm or attempt to be a mediator. Professionals should see the child immediately, on their own, in a secure and private place and contact the school's named child protection person.

Cybercrime

Advice on preparing for online challenges and hoaxes is available here Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)

Cybercrime is criminal activity committed using computers and/or the internet:

- Cyber-enabled – crimes happen off-line and enabled at scale/speed online or
- Cyber-dependent – where:
    - there is unauthorised access to computers and illegal hacking, e.g. accessing a school's computer network to look for test paper answers or change grades;
    - there is a denial of service attacks or 'booting' where attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
    - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above;
    - children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL should consider referring to the Cyber Choices programme, a Police programme supported by the Home Officer and led by the National Crime Agency.

Cyber Choices aims to intervene where children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. *Cyber Choices* does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: *Cyber Choices*, 'National Cyber Security Centre - NCSC.GOV.UK

Child abduction and community safety incidents
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by

- parents or other family members;
- by people known but not related to the victim (such as neighbours, friends and acquaintances); and
- by strangers.

Other community safety incidents in the vicinity of a school may raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) we will give practical advice on how to keep them safe. We will provide outdoor-safety lessons run by teachers or by local Police. The lessons will focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available here: Home - Action Against Abduction and Home - Clever Never Goes

Modern Slavery and the National Referral Mechanism (NRM)
Modern slavery is linked to human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - Modern slavery - GOV.UK (www.gov.uk)

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 e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked.

Vulnerability of Disabled Children

Research indicates that children with special educational needs or disabilities are more vulnerable to abuse. This may be for the following reasons:

- Attitudes and assumptions can lead to the denial or failure to report abuse
- Reluctance to challenge carers – misplaced empathy
- Seeing abuse as attributable to the stress and difficulties of caring for a disabled child

- Beliefs that abuse does not impact on disabled children in the same way
- Double standards – unsatisfactory situations accepted for disabled children
- Dependency – exposure to a wide range of carers for personal and intimate care
- Isolation – easier for abuse and neglect to remain hidden
- Lack of participation and choice in decision making – disempowered and less likely to complain
- Especially vulnerable to bullying and intimidation
- Behaviours misconstrued as part of child's disability
- Communication barriers – may make it difficult to tell others what is happening
- Judgements made about a child's ability to communicate not based on accurate information and specialist advice
- Child's preferred method of communication not recognised / equipment and / or facilitation not available
- Communication aids don't contain the necessary words to help a child describe an experience of abuse

In addition to the above some possible signs of abuse for disabled children are:

- Bruising on sites that may not be concerning on a non-disabled child;
- Not getting enough help with feeding;
- Over or under medicating;
- Poor hygiene and personal care arrangements;
- Rough handling / excessive restraint;
- Lack of stimulation;
- Unwillingness to learn a child's means of communication; and
- Ill-fitting equipment / invasive procedures which are unnecessary or carried out against the child's will.

Bullying

Bullying can also be a category of abuse. Bullying is the abuse and/or intimidation by a person, people or an organisation against another or others. It may be a specific act or it may be institutional. It is an abuse of a perceived power relationship. Children can also bully other children. Bullying may include verbal abuse and intimidation, acts of physical or sexual abuse and coercion, e-bullying, through texting, filming on mobiles and posting on social networks. Whatever its form it is unacceptable. It must be challenged and appropriately addressed.

Some possible signs of bullying:

- Reluctance to attend activities previously enjoyed;
- Tearfulness, depression, erratic emotions, loss of concentration;
- Stomach aches, headaches, difficulty in sleeping, bed-wetting, bruising, cuts scratches, damaged clothing, bingeing on food, alcohol or cigarettes;
- Shortage of money, frequent loss of possessions;
- Asking for money or starting stealing (to pay bully/ies); and a
- Drop in performance.

Attendance, the School Roll and Missing Pupils

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. At agreed intervals, the governing body will give the LA the name 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; and
- any pupils of compulsory school age have been taken off the roll because the parents have informed the school in writing that the child will be taught at home

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 our Educational Welfare Officer 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 DCFS S2S Lost Pupils' Database. If there are child protection concerns, the appropriate referral will be made to Children's Social Care or the Police Child Abuse Investigation Team. A common transfer file will be uploaded on to the S2S database (www.teachernet.gov.uk/s2s) each time a pupil's name is taken off the school roll, unless it is for secondary transfer reasons. This will also apply to pupils joining the school without a common transfer file.

Children absent and missing from education

- All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. We are aware that a child who has unexplainable and/or persistent absences or who are missing from education can be potential indicators of abuse, neglect or exploitation.

- We have a procedure in place for responding to unauthorised absence and responding to children who have unexplainable and/or persistent absences from education, particularly on repeat occasions, and for prolonged periods, to help identify the risk of abuse and neglect, including sexual/criminal exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police.
  - The school will hold at least 2 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.

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

  - Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

- We will also follow the statutory guidance Working-together-to-improve-school-attendance 2024, which outlines expectations for schools to work in partnership with local authorities and other partners to promote and support school attendance and places a strong emphasis on early intervention.

- chiWe will refer to the government Home Office strategy, Missing Children and Adults in the event that a child and their family do not arrive to school and cannot be contacted. (Cross reference with the setting's Children Missing Education Policy)

Children Not in School and Elective Home Education

The Children's Wellbeing and Schools Act 2026 requires local authorities to maintain oversight of children not in school, including children who are electively home educated, so that children are safe, visible to services where necessary, and receiving a suitable education.

Where parents or carers indicate an intention to home educate, the school will follow statutory and local authority procedures. A child will not be automatically removed from roll for elective home education, particularly where there are safeguarding, welfare, attendance, SEND or vulnerability concerns. The Act states that Local Authority agreement is required before some children can be withdrawn for home education, including where a child is subject to child protection enquiries, has a CP Plan, or attends special school or specially organised independent provision. In these cases, the local authority must be satisfied that home education is compatible with its safeguarding and welfare duties.

Safeguarding considerations will take precedence where a child may be at risk of harm, become hidden from services, or not receive a suitable education.

The DSL and headteacher will seek local authority advice before agreeing to removal from roll for any child with safeguarding, attendance, SEND or welfare concerns, and will share relevant information promptly and securely. Advice, decisions, information shared and the rationale for action will be recorded on the safeguarding record. Where risk is immediate or escalating, the school will follow child protection procedures.

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 should make a referral to Islington Children's Social Care 020 7527 7400 and the police if:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority; and / or if
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, including concerns about the child's welfare.

Young Carers

In many families, children contribute to family care and well-being as part of normal family life. A **young carer** is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child's health and development. The school will refer to Islington Children's Social Care 020 7527 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.

Young Carers

Our staff are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. A young carer is defined as anyone under the age of 18 years of age who provides or intends to provide care for another person of any age. Early identification is essential to ensure young carers are responded to in a child-centred and whole-family way and receive support at the right time.

Signs and Indicators

- Frequent lateness, absence or unexplained time away from school
- Tiredness, anxiety, distraction, withdrawal, low confidence or sudden changes in behaviour
- Falling behind with learning, homework or participation in clubs, trips and activities
- Needing regular contact with home or showing worry about a sick, disabled or dependent family member
- Isolation from peers, bullying, poor relationships or reluctance to talk about home life
- Poor hygiene, diet, physical pain or emotional outbursts linked to pressure or caring responsibilities

Young carers may also be identified through family circumstances, such as illness, disability, mental ill health, subastance misuse, missed appointments or limited engagement with school. Staff understand that they must avoid assumptions, judgement and not assume that caring is always harmful to a child but must consider the child's welfare using professional curiosity to understand the child's daily life at home and in school. Staff will record patterns of concerns and discuss them with the DSL who can explore those concerns with the child and family where safe and appropriate. Staff will share information with the DSL in a timely manner, who may refer the child for a Young Carers Joint Strategic Needs Assessment, Further support can be accessed via the Camden and Islington Young Carers Service email: icyc@childrenssociety.org.uk and telephone number: 020 7841 4445 and early help referrals can be made at csctreferrals@islington.gov.uk or by calling 020 527 7400.

Our staff are further able to support young carers by:

- Taking a flexible and supportive approach to homework, punctuality, attendance and participation where caring responsibilities are affecting the child
- Making sure the child has a trusted adult in school and regular opportunities to talk about worries or pressures
- Being particularly alert before and after school holidays, when caring responsibilities and family pressures may increase
- Considering the whole family context, including illness, disability, mental health, substance misuse, domestic abuse, bereavement or financial pressures

Young Runaways

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 Police Liaison Officer and their Education Welfare Officer.

Procedures to follow if you suspect that a child is at risk of harm

We have a statutory duty to notify agencies if we have a concern about children's safety and welfare (Working Together to Safeguard Children 2015).

- Where there is a concern about a child's welfare or wellbeing or a concern that a child is in need of protection, this should be recorded on the concern form and then passed on to the DSL or DDSLs for action (or if unavailable then seek advice from Children's Social Care)
- These running records should be kept securely in the child's file on the school's CP drive
- All staff and volunteers are aware that they must report concerns immediately
- All records of concerns, emails, notes of phone conversations and actions are filed confidentially and securely in the child's file

- Staff know that when they have concerns about a child's welfare they need to:
    - Focus on the needs of the child – their physical and emotional welfare
    - Be sensitive
    - Talk it over with one of the Designated Members of Staff
- This Child Protection Policy is accessible to all parents and carers on site.
- Concerns will be discussed with parents unless this would put the child at further risk of serious harm
- Unless we are advised otherwise by Children's Social Care, referrals will be shared with parents

APPENDIX 2 - GUIDANCE FOR STAFF - DEALING WITH DISCLOSURES

THE FOLLOWING BULLET POINTS WILL BE ON DISPLAY BOTH IN THE SCHOOL OFFICE AND IN THE STAFF ROOM.

WILLIAM TYNDALE PRIMARY SCHOOL'S FULL CHILD PROTECTION POLICY IS AVAILABLE IN THE SCHOOL OFFICE. PLEASE REQUEST A COPY IF YOU HAVE NOT ALREADY SEEN IT.

RECEIVE

- Listen to what is being said, staying calm, without displaying shock or disbelief.
- Accept what is said, seriously.
- 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' especially around confidentiality e.g. I promise I won't tell anyone. Tell them you will do your best to help or protect them.

- Do reassure and alleviate guilt, if the pupil refers to it, saying e.g. I will listen to you.

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. Ask questions for clarification only – no questions which suggest a particular answer. If the disclosure concerns sexual abuse, ask only when it happened, nothing more. (this may be age / cognitive dependent)

- 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 child who harmed; 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 the 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.

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

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

***Children can only be interviewed once and this interview must be conducted by a trained police officer and social worker under Home Office `Achieving Best Evidence' guidance. If a child has already been interviewed, it means that the police may not be able to pursue the matter*.**

WILLIAM TYNDALE

CHILD PROTECTION EMERGENCY PROCEDURES

TO BE KEPT IN A VISIBLE PLACE IN THE MAIN SCHOOL OFFICE AND STAFF ROOM

CHILD PROTECTION EMERGENCY PROCEDURES

WILLIAM TYNDALE PRIMARY SCHOOL'S FULL CHILD PROTECTION POLICY IS AVAILABLE IN THE SCHOOL OFFICE. PLEASE REQUEST A COPY IF YOU HAVE NOT ALREADY SEEN IT.

The Designated Safeguarding Lead (DSL) for Child Protection at William Tyndale is Corinne Atsu-Valentine (Pastoral Leader)**. The Interim DSL is Sophie Gavalda (Head Teacher)**

The Deputy Designated Safeguarding Leads (DDSLs) for Child Protection at William Tyndale are Sophie Gavalda (Head Teacher), Claire Oliver (Deputy Head Teacher), Olivia Ayers (Assistant Head Teacher) and Michelle Georgeson (Assistant Head Teacher).

Please report any concerns to one of the above people however, in their absence please go ahead and report any disclosures or concerns directly to the duty social worker Tel: 020 7527 7400

RECEIVE

Listen to what is being said, without displaying shock or disbelief. Accept what is said, seriously. 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' especially around confidentiality e.g. I promise I won't tell anyone. Tell them you will do your best to help or protect them.

Do reassure and alleviate guilt, if the pupil refers to it, saying e.g. I will listen to you.

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. Ask questions for clarification only – no questions which suggest a particular answer. If the disclosure concerns sexual abuse, ask only when it happened, nothing more. (this may be age / cognitive dependent)

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 child who harmed; 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 the 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.

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

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

Children can only be interviewed once and this interview must be conducted by a trained police officer and social worker under Home Office `Achieving Best Evidence' guidance. If a child has already been interviewed, it means that the police may not be able to pursue the matter

Appendix 3

This appendix provides staff, governors and volunteers with quick access to key local and national safeguarding contacts, support services and statutory guidance. It should be used alongside the school's safeguarding and child protection policy, local safeguarding procedures and professional judgement. In an emergency, or where a child is at immediate risk of harm, call 999.

Staff support and professional advice

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline (POSH): www.saferinternet.org.uk/helpline
- Teachers' Standards

Support for children and young people

- ChildLine: www.childline.org.uk
- Home - Kooth
- Kidscape: www.kidscape.org.uk
- NSPCC: Harmful Sexual Behaviour https://learning.nspcc.org.uk/child-health-development/sexual-behaviour
- NSPCC: www.nspcc.org.uk
- Papyrus: www.papyrus-uk.org
- Shore Space: www.shorespace.org.uk
- The Mix: www.themix.org.uk
- Young Minds: www.youngminds.org.uk

Support for parents, carers and adults

- Action Fraud: www.actionfraud.police.uk
- Advice re children who display Harmful Sexual Behaviour: https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf
- Crime Stoppers: www.crimestoppers-uk.org
- Family Lives: www.familylives.org.uk
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- The Samaritans: www.samaritans.org
- Victim Support: www.victimsupport.org.uk

Support for children and adults with learning disabilities or additional needs

- Mencap: www.mencap.org.uk
- Respond: www.respond.org.uk

Safeguarding Guidance and Statutory Links
Preventing neglect, abuse and exploitation

- Arranging Alternative Provision - guide for LAs and schools
- Child abuse linked to faith or belief: national action plan
- Child sexual exploitation: definition and guide for practitioners
- DfE Information Sharing Advice for Practitioners

- Data Protection Toolkit for Schools
- Guidance for Safer Working Practice 2022 :
- Information Sharing advice May 2024)
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- London Safeguarding Children Procedures and Practice...
- Mental health and behaviour in Schools - Publications - GOV.UK
- Missing Children and Adults
- Preventing bullying - GOV.UK
- Promoting children and young people's emotional wellbeing
- School suspensions and permanent exclusions - GOV.UK
- Statutory Guidance on Relationships, Sex and Health Education
- The right to choose: Forced Marriage multi-agency statutory guidance
- What to do if you're worried a Child is being Abused
- Whistleblowing Helpline NSPCC 0800 028 0285 email help@nspcc.org.uk
- Working together to safeguard children 2026
- Working-together-to-improve-school-attendance

Legislation

- Education Act 2002
- Equalities Act 2010
- Children Act 1989
- Children Act 2004
- Children's Wellbeing and Schools Act 2026

- Crime and Policing Act 2026

Keeping children safe in education and other settings

- After-school clubs, community activities and tuition: safeguarding guidance for providers
- Behaviour in schools: advice for headteachers and school staff
- https://www.contextualsafeguarding.org.uk/resources/toolkit-overview/beyond-referrals-harmful-sexual-behaviour/ Camden and Islington Young Carers Service icyc@childrenssociety.org.uk telephone 020 7841 4445
- Children missing education
- County Lines guidance
- CSA Centre: Safety planning in education: A guide for professionals supporting children following incidents of harmful sexual behaviour
- Drugs: advice for Schools
- EYFS statutory framework for group and school-based providers (2025)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education.
- Help, Protection, Education: Concluding the Children in Need Review
- Home Office Serious Violence Strategy
- Improving the educational outcomes of Children in Need of help and protection
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- Providing Remote Education Advice for Schools and settings

- Safer Recruitment Consortium
- Serious Violence Duty
- Supervision of activity with children (includes removal of supervision exemption)
- Teaching about relationships, sex and health gov one stop hub
- Youth Endowment Fund

Safeguarding children with Special Education Needs and Disabilities

- Anna Freud Mentally Healthy Schools guidance and hub
- Find Your Islington | Islington SENDiass
- Islington SEND Information and Support Service
- MENCAP
- promoting and supporting mental health and wellbeing in schools and colleges
- Safeguarding d/Deaf and disabled children and young people | NSPCC Learning
- Safeguarding disabled children
- SEND Code of Practice 0-25 years
- Supporting Pupils at School with Medical Conditions

Runaway and homeless children

- Children who run away or go missing from home or care
- Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

Cross-border child protection

- Action Against Abduction
- Care of unaccompanied migrant children and child victims of modern slavery
- Clever Never Goes.
- Cross-border child protection cases: the 1996 Hague Convention
- Find help to get your child back from abroad or arrange contact
- Safeguarding children who may have been trafficked

Domestic abuse and specialist support

- Mankind: www.mankindcounselling.org.uk
- MARAC@islington.gov.uk – Referrals to the Daily Safeguarding Meeting
- Men's Advice Line: www.mensadviceline.org.uk
- National Domestic Abuse Helpline 24 hours a day 0808 2000 247.
- Operation Encompass Helpline: 0204 513 9990
- Refuge: www.refuge.org.uk telephone 0808 2000 247
- Statutory definition of domestic abuse factsheet
- Women's Aid: www.womensaid.org.uk

Honour-based abuse, forced marriage and FGM

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage
- FGM: Summary of Mandatory FGM reporting duty
- Islington FGM Risk Assessment
- Karma Nirvana

Sexual abuse, child sexual exploitation and harmful sexual behaviour

- Internet Watch Foundation (IWF): www.iwf.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Stop it Now!: www.stopitnow.org.uk

Online safety

- CEOP: www.ceop.police.uk
- Childnet International: www.childnet.com
- Education for a Connected World (publishing.service.gov.uk)
- filtering and monitoring arrangements
- Get safe Online: www.getsafeonline.org
- Harmful online challenges and online hoaxes
- Help for early years providers: screen use.
- Internet Matters: www.internetmatters.org
- National Cyber Security Centre cyber security training
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Parents Info: www.parentinfo.org
- Safeguarding children and protecting professionals in early years settings: online safety considerations
- Searching, Screening and Confiscation
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Teaching online safety in Schools
- The Oak National Academy free teacher resources
- The UKCIS external visitors guidance
- UK Safer Internet Centre guidance on managing images and videos on school websites and social media
- UK Safer Internet Centre: www.saferinternet.org.uk
- Online Safety Audits: 360safe or https://onlinesafetyaudit.lgfl.net/

The Prevent Duty, Radicalisation, Extremism and Hate Crime

- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- Educate against Hate: www.educateagainsthate.com
- Home Office Prevent Training and WRAP for Schools
- New definition of extremism (2024) - GOV.UK (www.gov.uk)
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Prevent referrals to prevent@islington.gov.uk
- Prevent risk assessment
- Protecting children from radicalisation: the prevent duty
- True Vision: www.report-it.org.uk (hate crime)

Local safeguarding contacts and Islington support

Community Safety Team

Communitysafety@islington.gov.uk

Islington Children's Services Contact Team
Telephone: 020 7527 7400 (All hours)
CSCTreferrals@islington.gov.uk

Islington LADO
Email: lado@islington.gov.uk
LADO Referral Form

Islington Police 101 (or 999 if there is an immediate risk of harm)

NPCC- When to call the police when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) should help DSLs understand when they should consider calling the police and what to expect when they do

Islington Safeguarding Children Partnership (ISCP)
iscp@Islington.gov.uk

Islington Family Information Service
Telephone: 0207 527 5959
http://www.islington.gov.uk/fis

Islington Family Directory
http://directory.islington.gov.uk/kb5/islington/directory/service.page

Islington School Nursing Service
Whh-tr.islingtonschoolnursing@nhs.net
Telephone 020 3316 8021
Natasha's Foundation
Welcome to Allergy School, Teaching Children About Food Allergies – advice on how to become an allergy friendly school

Prevent Team
prevent@islington.gov.uk

Principal Officer Safeguarding in Education (POSIE)
Anastasia.georgiou@islington.gov.uk
Pupil Services PupilServices@islington.gov.uk
Telephone 020 7527 5845

Alternative number Pupil Services: 020 7527 3747

Early Years and Childcare Safeguarding Coordinator
Amanda.joy@islington.gov.uk
Telephone : 020 7527 3154

Domestic Abuse, Violence against Women and Girls, FGM, Forced Marriage and Anti-Bullying Coordinator
heather.vaccianna@islington.gov.uk
Telephone: 0207 527 7793, 07584 370797

Home Safe Practitioner – The Sunflower Project
Tanya.Pinnock@islington.gov.uk
Telephone: 0207 527 4098
M: 07815 990 366

Additional domestic abuse and community-based support

Community Safety Officers communitysafety@islington.gov.uk

Galop's National LGBT+ Domestic Abuse Helpline - support and advice for lesbian, gay, bisexual, trans+ people who have experienced abuse -	0800 999 5428 help@galop.org.uk
Hourglass - support and information for older people and those concerned about an older person experiencing abuse or exploitation	0808 808 8141 Live chat
IKWRO Women's Rights Organisation - support for Middle Eastern, North African and Afghan survivors	020 7920 6460 Out-of-hours emergencies Kurdish/Arabic/English: 07846 275246 Farsi/Dari/English: 07846 310157
Jewish Women's Aid	0808 801 0500
Latin American Women's Rights Service - support for Latin American women	0808 145 4909 Monday to Friday 11am to 1pm info@lawrs.org.uk

Muslim Women's Network	0800 999 5786 0303 999 5786 info@mwnhelpline.co.uk
SignHealth - support for deaf people and those with hearing loss in British Sign Language (BSL)	020 3947 2601 Text: 07970 350366 da@signhealth.org.uk
Stay Safe East - support for disabled survivors of domestic abuse	020 8519 7241 Text: 07587 134 122 enquiries@staysafe-east.org.uk
Southall Black Sisters - support for gender-related abuse against Asian and African-Caribbean survivors	020 8571 9595 Web form
Victim Support community-based domestic abuse services	Web form Live chat My Support Space

Schools should review this appendix at least annually and update local contacts, referral routes and website links as required. Schools may also wish to add details of internal safeguarding leads, pastoral staff, mental health support, local early help services and any school-specific referral pathways.