

Safeguarding & Child Protection Policy



	Name	Date
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Checked and Reviewed by:	Victoria Highfield	September 2024
Ratified by Board of Governors:	AH	September 2024
Next School Review:		September 2025

- The Proprietor: Abigail Hercules
- Designated Safeguarding Lead (DSL), including EYFS: James Griffiths
- Deputy Designated Safeguarding Lead: Michelle Thomson, Victoria Highfield and Caroline Jessop
- Designated Governor/Trustee for Safeguarding: Abigail Hercules
- Designated Teacher for Looked After Children/Previously Looked after Children: James Griffiths
- Attendance Lead: Tina Saedi
- Prevent Lead: James Griffiths
- Senior Mental Health Lead: Michelle Thomson
- Allegations against staff and Low-Level Concerns Manager: James Griffiths

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

This Safeguarding and Child Protection Policy is applicable to all pupils in the school including those in the EYFS.

This policy was reviewed and adopted by the Proprietor and the Advisory Body on 01 September 2024 and it will be reviewed annually by the Proprietor and her Advisory Body or following any updates to national and local guidance and procedures. This policy will next be reviewed on or before 01 October 2025

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Cybercrime is criminal activity committed using computers and/or the internet. Cyber Choices aimsto intervene where young people are at risk of committing, or being drawn into, low level cyber- dependent offences and divert them to a more positive use of their skills and interests. 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	4
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Flowchart

(please also see Flowchart on Page 24 of KCSIE 2024)
What to do if you have a safeguarding or welfare concern

You have a concern about a child

For example

- A child or someone else has disclosed or reported a concern
- Child's appearance – unexplained marks and bruises, clothes, hygiene, general appearance
- Changes in behaviour, presentation, attendance, progress and attainment
- Behaviour which causes concern, indicates risk/vulnerability

Immediately inform a Designated Safeguarding Lead (see contact information on page 1)

Record your concern

Follow the setting's procedures on sharing information

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to ISCP threshold document and Procedures to support consideration www.iscp.org.uk

If you are unhappy with the response

All Staff: Follow ISCP Escalation policy and procedures

Pupils & Parents:

Follow setting complaints procedures (available on the website and from the school office)
If there is poor or unsafe practice in your setting, follow the Whistleblowing Policy (found in the school handbook, saved in the ESSENTIALS folder)

**Record decision making and action taken in the child's safeguarding/child protection file.
Set up a new file if this is the first concern.**

Start chronology or enter any key information if already in place.

Monitor Be clear about:

1. What you are monitoring e.g. behaviour trends, appearance, attendance etc?
2. How long you will monitor for?
3. What information needs to be shared, why and with whom?
4. 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 must be kept under review.

The DSL/staff will re-refer or escalate if required, to ensure the child is Safeguarded and protected

Introduction and Ethos

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child"¹

- a. Dallington School recognises the importance of creating and maintaining a safeguarding culture that will help all children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and can disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all children receive effective support, protection and justice. This policy applies to all children in the school, including those in the EYFS. It is available to parents on the school's website or on request.
- b. Dallington School recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Behaviour may be challenging and/or concerning and at times this may impact on other children either directly or indirectly. We will always take a reflective, considered and sensitive approach in order that we can support all our children.
- c. Our school core safeguarding principles are:
 - That schools are an important part of the wider safeguarding system for children.
 - It is everybody's responsibility ("whole school") to safeguard and promote the welfare of children
 - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, disability, culture, race, language, pregnancy and maternity, religion or sexual identity
 - All children have a right to be heard and to have their wishes and feelings considered
 - All staff understand safe professional practice and adhere to our code of conduct (found in the Staff Handbook) and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this policy

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and the proprietor/advisors and are consistent with the London Safeguarding Children Procedures.

Definitions

²Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. Other aspects of care and education include:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities (SEND)
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care
- emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

¹ Keeping Children Safe in Education (DfE, 2024)

² [Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Definitions of terms within this document:

Safeguarding

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interest of the child(ren)
- Taking action to enable all children to have the best life chances

Child Protection

Is an aspect of safeguarding focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

Staff

All those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes the proprietor and advisors.

Child

All young people who have not yet reached their 18th birthday or Looked After Children and SEND young people who have not yet reached their 25th birthday. The policy will also extend to visiting children and students from other establishments.

Parent

Birth parents and other adults in a parenting role for example adoptive parents, stepparents, guardians and foster carers.

Abuse

Neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the document and appendices 1 and 2.

Context

- a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance (see below). In addition, the Independent School Standards Regulations 2014 require governing bodies of independent schools to ensure they safeguard and promote the welfare of children who are at the school.

Guidance includes the following **and the links in Appendix 6 and 7:**

- Working_together_to_safeguard_children_2023.pdf
- https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

- [London Safeguarding Children Procedures 7th Edition](#)
 - [Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](#)
 - [County Lines Professional Toolkit](#)
 - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
 - <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Proprietor and her Advisory Body who have responsibility for oversight of school safeguarding and child protection systems. The DSL and Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Advisory Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
- Anti-Bullying (including cyberbullying)
 - Use of cameras and mobile phones devices (including children and all adults)(staff/volunteers/parents/visitors on site)
 - Personal and Intimate Care
 - Data Protection (including General Data Protection Regulations (GDPR)) and Information Sharing
 - Sex and Relationships Education
 - Health and Safety including Risk Assessments (e.g. school trips, use of technology) and First Aid and Accidents
 - Safer Recruitment

(Also see Part 1, and Annex B, KCSIE, 2023).

- d. All staff and volunteers at Dallington School recognise that children experiencing specific safeguarding issues identified above are no different from safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.
- e. Supporting Guidance (to be read and followed alongside this document):
- [What to do if you're worried a child is being abused - Publications - GOV.UK](#)
 - [Information Sharing advice \(May 2024\)](#)
 - [Guidance for Safer Working Practice 2022 :](#)
 - [Mental health and behaviour in Schools - Publications - GOV.UK](#)
 - [Teachers' Standards](#)
 - [Safeguarding Disabled Children Practice Guidance](#)
 - [Preventing & Tackling Bullying](#)
 - [Promoting children and young people's emotional wellbeing](#)
 - [Public Health England Every Mind Matters - Teaching RSHE](#)
 - [Education for a Connected World Framework - Teaching safeguarding and online safety Behaviour in Schools July 2022](#)
 - [Suspension and Permanent Exclusion 2022](#)
- f. These documents can be found in the school office or via the internet by clicking on the link.

Safeguarding and Child Protection Procedures

- Any member of staff, volunteer or visitor to the school who is aware of 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 are worried about a child/young person' on page 4 and the flowchart on Page 24 of KCSIE 2024.
- The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.
- It is not necessary to seek consent from parents/carers to share information for the purposes of safeguarding and promoting the welfare of a child if there is a lawful basis to process any personal information required. In the spirit of collaboration, where possible, the setting 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 this could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from CSCT and/or Police in making decisions about when 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 to reassure themselves the child is safe, and their welfare is being considered. If, after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the Head, proprietor or safeguarding advisor.
- If a child's situation does not appear to be improving after a referral to CSCT, the DSL will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCP procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).
- These procedures apply to all staff working/volunteering in the school and will be covered in training to ensure everyone understands their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**
- All staff are aware that children with disabilities, special needs language delay and/or where English as a second language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.
- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. Dallington School adheres to the London Safeguarding Children Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCP website www.islingtonscp.org.uk

- 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 DDSLs and how to share concerns with them.
- The Head will ensure that the policies and procedures adopted by the proprietor and the advisory body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by all staff.

Early Help

- Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether they have a statutory Education, Health, and Care plan)
 - has a mental health need
 - 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 or county lines
 - is frequently missing from care or from home
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools and in Alternative Provision or Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a family member in prison, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - **has returned home to their family from care**
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child, or
 - is persistently absent from education, including persistent absences for part of the schoolday.
- All staff are aware of the Early 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 Help is appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment by requesting services from Bright Futures 5-19 through CSCTReferrals@Islington.gov.uk. The DSL will keep all Early Help cases under constant review and will consider making a child in need or child protection referral if the situation does not appear to be improving for the child.
- The Proprietor, Head 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.

Recognition and Types of Abuse, Neglect and Exploitation

- All staff in school should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. This includes where children see, hear, or experience the effects of domestic violence abuse. Staff should be aware that abuse can take place wholly online and that technology may be used to facilitate offline abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up-to-date definitions and indicators and signs of abuse are found in Annex 1 of KCSIE2024. Staff should also refer to Part 1 and Annex B within KCSIE, 2023 and 'What to do if you are worried a child is being abused' (2015).
- 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, neglect and exploitation 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, we 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 does not automatically mean a child is being abused.

Online Safety

1. Dallington School recognises that the use of technology presents challenges and risks to children and adults both inside and outside of school. The DSL and leadership team have read paragraphs 134–151 regarding Online Safety within KCSIE 2024.
2. Members of staff with appropriate skills and expertise regarding online safety are encouraged to support the DSL when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safety and the setting's filtering and monitoring system.
3. Dallington 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 content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
 - **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying)
 - **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If you feel your children, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)
4. Dallington School recognises the specific risks that can be posed by mobile phones, cameras, and electronic devices in accordance with KCSIE 2024 and EYFS Statutory Framework 2024, has appropriate policies in place that are shared and understood by all members of the school community.
5. The school's approach to online safety will always consider the 4 Cs above. We have clear rules relating to the use of mobile and smart technology that means **children 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 children 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 Policy, Acceptable Use Policies, and Image Use Policy, which can be requested from the school office.

Dallington pupils may bring in a mobile phone when in Year 6 when walking to school independently. These are handed into the office at the start of the day and collected at the end. Parents and visitors may access the school wifi via DallingtonSchoolGuest. Risks posed by accessing mobile phones can lead to:

- Data Leaks – Data leaks are unintentional or the unauthorised transfer of personal information from a mobile phone over the internet
 - Phishing – Phishing is the most pervasive threat mobile users face today
 - Malware
 - Crypto jacking
 - Insecure WIFI Networks
6. 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
 - The role and responsibilities of the DSL
7. Further information reading the specific approaches relating to this can be found in our Online Safety Policy, Acceptable IT Use Policy (found within the staff handbook), which can be found in the staff room or on the shared drive (ESSENTIALS FOLDER).
8. We will ensure that appropriate filtering and monitoring systems are in place when pupils

and staff access the 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 is done through our firewall, WatchGuard, which blocks inappropriate categories but does not restrict teaching and learning. The school's monitoring software, Classroom Cloud, immediately picks up inappropriate or concerning keystrokes and notifies the DSL instantly via email.

9. All staff are expected to follow the [Filtering & Monitoring Standards for Schools and Colleges](#) and to alert the DSL if they come across anything accessible online that would be inappropriate for children. This includes if:
 - they witness or suspect the access of unsuitable material they themselves can access
 - they are teaching topics which could create unusual activity on the filtering logs
 - there is failure in the software or abuse of the system
 - there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
 - they notice abbreviations or misspellings that allow access to restricted material
10. We will communicate the importance of online safety to parents and carers and inform them which filtering and monitoring systems are used in the setting. We will always let parents know what we are asking children to do online outside of the setting and the sites they will be asked to access and which staff member they will be interacting with online (if relevant).

We will ensure a comprehensive whole-school curriculum response is in place to enable all children to learn about and manage online risks effectively and will support parents and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

Learning at home

Where children are being asked to learn online at home the Department of Education (DfE) has provided advice to support schools to do so safely: [Remote education good practice](#). 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 should be used 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

Key Roles and Responsibilities

All staff, including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community, have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to this policy and always follow the school's procedures

and guidance.

a. The Proprietor and Governing Body

The Proprietor holds overall responsibility for the child protection and safeguarding functions of Dallington School and will ensure that the school's safeguarding arrangements consider the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Islington Safeguarding Children Partnership (ISCP), including local protocols for assessment and the ISCP's threshold document.

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

We have a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that there is 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 for safeguarding children are reviewed at least annually. The proprietor, governing body and leadership team have read and will follow KCSIE 2024.

At least one member of the advisory body is nominated to be responsible for liaising with Islington Council's Local Authority Designated Officer (LADO) 0207 527 8101/02 in the event of allegations of abuse being made against the Head and in the absence of the Proprietor. The names of these advisors are Fiona Naylor & Cortina Butler.

Advisors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the proprietor to apply for the certificate for any of their advisors who do not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their advisory duties, they also engage in regulated activity.

For those staff engaged in management roles in independent schools, an additional check is required to ensure they are not prohibited under section 128 provisions.³ This includes advisors who support with governance.

The Designated Safeguarding Advisor and the Proprietor are responsible for liaising with the Head and DSL regarding safeguarding and child protection issues. **This is a strategic role rather than operational – they will not be involved in concerns about individual children.**

Whilst the Proprietor, supported by the Advisory Body, holds overall responsibility for the child protection and safeguarding functions of the school, the day-to-day operational responsibility rests with the Head.

b. Responsibilities of the Head

The Head is responsible for ensuring that:

- this safeguarding child protection policy and other relevant policies and procedures, adopted by the Proprietor and the Advisory Body, are fully implemented, and followed by all staff including volunteers
- sufficient resources and time are available to enable the DSL to carry out their duties and case-holding staff are able to take part in strategy discussions/meetings, initial and review child protection conferences, core group and Team around the Child

Meetings and other inter-agency meetings which contribute to the assessment of children including writing reports for conferences

- 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 found in the Staff Handbook pg. 33)
- 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

³ Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent school (which includes academies and free schools).

c. **Designated Safeguarding Lead and Deputies (DSL)**

The school has appointed a member of the leadership team (James Griffiths as the DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school (**see Appendix 6 for further information about The Role of the Designated Safeguarding Lead**). The school has also identified additional staff to deputise for when the DSL is not available.

Any reference to the DSL in this policy refers to the whole DSL team including deputies (see page 1).

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 Partnership in line with guidance set out in Competence Still Matters, 2014, and will include inter-agency working and the LSCP's Prevent training. The DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods (e.g. e-Bulletins, the Safeguarding Newsletter, conferences, local meetings, DSL forum etc.) 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 hours) for staff in school to discuss any safeguarding concerns.

In exceptional circumstances availability via phone and or video call and 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.

If the DSL needs to be contacted out of hours, then they can be reached on:

- 07788 627688 (James Griffiths - DSL)
- 07932 569424 (Michelle Thomson - DDSL)
- 07742830207 (Victoria Highfield - DDSL)

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 related policies and that they are followed at all times.

The DSL maintains a confidential recording system for all safeguarding and child protection concerns and is also the Designated Teacher for Looked after Children, having received the

appropriate training, and works closely with the Head of the Virtual School for all children who are looked after or have previously been looked after.

The DSL ensures that the school provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences and Team around the Child Meetings)

d. Additional responsibilities for the DSL

- Online safety as well as safeguarding and child protection
- Filtering and Monitoring
- Working with mental health leads where safeguarding is linked to mental health
- Promoting supportive engagement with parents and carers
- Promoting educational outcomes of children in need by 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
 - Working with the Virtual School head to discuss how funding can best support looked after children.
 - Working with the Virtual School Head to promote the educational achievement of previously looked after children
 - To work with the relevant strategic leads on information sharing:
- Understanding the importance of sharing information with other schools 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 within 5 days for an in-year transfer or within first 5 days of the start of a new term. In addition to the child protection file, the DSL should also consider if it is appropriate to share any additional information with the new school in advance of the child leaving to help the new school put in place the right support for when the child arrives to safeguard them and to help them thrive in their new school.

Training, knowledge, and skills

- 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 role in providing information and support to CSC
- 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 knowledge in building trusted relationships that facilitate communication
- Children in need (disabled children, those with relevant health needs and young carers) and being alert to their specific need.

e. Staff and volunteers

- Due to their day-to-day contact with children, staff in this school are well placed to observe possible signs of abuse in children. All staff maintain an attitude of 'it could happen here' where safeguarding is concerned, and always act in the best interests of the child. ***It is not 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 report any concerns about a child to the DSL immediately or, in their absence, to the nominated deputy DSL.
- All staff 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.
- Any child may benefit from early help and all staff members are aware of the local early help process. They are aware of signs of abuse and neglect so they are able to identify children who may need help or protection.
- All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as ultimately this may not be in the best interests of the child.

f. Children and Young People

Children and young people will:

- Contribute to the development of school safeguarding and child protection policies
- Read and follow (at a level appropriate to their age and ability) the school's safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong and support others who may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their age and ability) for keeping themselves and others safe, including online

g. Parents and Carers

Parents/carers have a responsibility 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
- Seek help and support from the school, or other appropriate agencies, if they or their child have any safeguarding concerns
- Contribute to the development of the school's safeguarding policies

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website (www.dallingtonschool.co.uk).

Mental Health

We have an important role to play 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 using Public Health England resources to promote health, wellbeing, and resilience. (*secondaries only*)

Where children have suffered abuse, neglect, or other potentially traumatic childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these childhood experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by following the child protection policy and speaking to the DSL.

More information can be found in our Mental Health policy. A copy can be found in the school office or on the shared drive (ESSENTIALS FOLDER).

Children in Specific Circumstances

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 support 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 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 the actions the Government is taking to support this.

Child-on-Child Abuse

- We 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 here, 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 other children 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 local procedures. There is a LBI 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.
- Child-on-child abuse can manifest itself in many ways. This may include:
 - bullying (including cyber bullying, prejudice-based and discriminatory bullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - '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
 - abuse in intimate personal relationships between peers
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting' or youth-produced sexual imagery)
 - 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
 - Initiation-/hazing-type violence and rituals.

See Appendix 2 for further details.

Online Safety and Child-on-Child Abuse

School staff are aware that technology is a significant component in many safeguarding and wellbeing issues:

- Children are at risk of online abuse as well as face-to-face
- Child-on-child abuse can happen online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images/videos, especially in chat groups
 - Sharing abusive images and pornography to those who do not want to

receive it Staff should:

- Recognise and respond to the indicators
- Recognise it may be taking place, even if there are no reported cases, and it is simply not being reported
- Understand their role in preventing and responding where a child is at risk
Understand the importance of ALL STAFF challenging inappropriate behaviours to ensure a safe environment
- Recognise it can take place inside and outside of school both online and offline

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 and/or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm and/or a significant change in well-being
- signs of assault
- unexplained injuries
- unexplained gifts or new possessions (which may indicate involvement with individuals associated with criminal networks or gangs)

Safeguarding Children with Special Educational Needs and Disabilities (SEND)

- We acknowledge that children with special educational needs, disabilities and/or certain health conditions can face additional safeguarding challenges both offline and online, as they may have an impaired capacity to resist or avoid abuse.
- Our staff are aware of the additional barriers which exist recognising abuse and neglect in this group of children. These 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 disproportionately 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 appropriate support for communication.

Children Absent and Missing from Education

- We recognise that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. 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 exploitation, and to help prevent the risks of them going missing in future. This may include liaising with Children's Social Care and/or the police. For further information, please access the school's attendance policy and [Working-together-to-improve-school-attendance](#).
- Our staff are aware that children being absent from our setting, unexplained absences and for prolonged periods, and children missing education, can act as a warning sign of a range of safeguarding possibilities including neglect, child sexual and child criminal exploitation, particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse and, in the case of absent pupils, helps prevent them become a child missing education in the future. This includes when problems are first emerging but also where children are already known to Children's Social Care and need a social worker, where being absent from education

may increase known safeguarding risks within the family or in the community.

Child Criminal Exploitation (CCE)

- We recognise the impact of gangs, county lines, violent crime and 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.

Staff are aware that CCE can include the following:

- Vehicle crime and threatening/committing serious violence
- Children may become trapped due to threats of violence to them and families
- Children may be coerced or entrapped into debt/carrying weapons
- Children may carry weapons for protection
- Children involved in CCE need to be treated as victims themselves even though they may be committing crimes (particularly older children)
- Girls are at risk of CCE too, even though experiences may be different

County Lines

Some indicators of county lines are when children:

- go missing and subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing
- go missing and are subsequently found in areas away from their home

All staff are aware of the signs of abuse and neglect and can identify children who may need help or protection. They 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

Child Sexual Exploitation (CSE)

- All staff have been made aware of the revised definition of CSE, as issued by the Department for Education in February 2017, which is

"Child Sexual Exploitation is a form of child sexual abuse.

It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage

*or increased status of the perpetrator or facilitator.
The victim may have been sexually exploited even if the sexual activity appears consensual.*

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

- All staff and volunteers recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.
- We understand 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.
- CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2024.
- Both Child Sexual Exploitation and Child Criminal Exploitation 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 perpetrator 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
- enticement-based methods of compliance
- violence or threats of violence.

Victims can be exploited even when activity appears consensual, and it should be noted that exploitation (as well as being physical) can be facilitated and/or take place online. More information, including definitions and indicators, can be found in Annex B of KCSIE 2024.

Domestic Abuse

The current definition of Domestic Abuse from the Domestic Abuse Act 2021 is:

- The behaviour of a person towards another person is “domestic abuse” if:
 - They are each aged 16 or over and are personally connected to each other i.e. (a) they are, or have been, married to each other; (b) they are, or have been, civil partners of each other; (c) they have agreed to marry one another (whether or not the agreement has been terminated); (d) they have entered into a civil partnership agreement (whether or not the agreement has been terminated); (e) they are, or have been, in an intimate personal relationship with each other; (f) they each have, or there has been a time when they each have had, a parental relationship in relation to the same child; (g) they are relatives.
 - the behaviour is abusive.
- Behaviour is “abusive” if it consists of any of the following—
 - physical or sexual abuse
 - violent or threatening behaviour
 - controlling or coercive behaviour
 - economic abuse
 - psychological, emotional, or other abuse
 - and it does not matter whether the behaviour consists of a single incident or a course of conduct.
- “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 02045139990 is available weekdays from 8 am to 1 pm.

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.

Prevent and Radicalisation

- **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 behavior 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.
- 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.
- We recognise that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.
- All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

All staff will complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This includes:

- Prevent training [The Key Safeguarding | Preventing radicalisation 2023 \(thekeysupport.com\)](https://www.thekeysupport.com/)
- **Workshop to Raise Awareness of Prevent (WRAP)**. This contains videos, the radicalisation process, how to identify at-risk pupils, how to raise concerns and what an appropriate response should be.
A workshop with video content that explains Prevent, the radicalisation process, how to identify at-risk students, how to raise concerns and what an appropriate response looks like.
- **Channel General Awareness training** – For anyone who would like to know more about the Channel programme and how to provide a proportionate response in supporting people who have not committed a crime
- **Counter-Extremism: Narratives and Conversations (London Grid for Learning)**
This is an interactive video explaining the principles applying to all forms of extremism. It helps teachers counter extremist narratives and facilitate discussion on respect, tolerance, shared values, and community cohesion.
- The school will carry out an assessment on the risk of our children being drawn into radicalisation or extremism and identify those children who may be at risk of such activity.
- The Prevent Lead for Dallington School is James Griffiths.

Curriculum and Staying Safe

- We recognise our essential role in helping children through PSHE/RSE 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.

We 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 Relationships Education (for all primary children) and Health Education which has been compulsory since September 2020.

Relationships and Sex Education and Health Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Education for a Connected World framework:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- Our school 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.
- Staff are aware that children may not always know that they are being abused or be ready to disclose that they are being abused.
- Trusted relationships with staff allow children to communicate what is happening in their lives – we acknowledge they are not always aware how they can disclose abuse. Many children express the trauma they have experienced or are experiencing through their behaviour.
- We are aware that challenging behaviour may be a sign that a child is trying to communicate something, and we need to listen to what they are saying – even when that might be very difficult.
- We use [Behaviour in Schools - Advice for Headteachers and School Staff 2022](#) to ensure that we always consider whether misbehaviour is an indicator of harm or trauma and use the guidance to put in place measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.
- If a child's conduct falls below the standard which could be reasonably expected of them, they could be sanctioned. Any decision to suspend or exclude must be lawful, reasonable, and fair.
- Our staff are expected to treat everyone with kindness, dignity, and respect.
- Our staff recognise that it is important to have a good relationship with children, to enable them to share what is happening in their daily lives so that we can understand what they are experiencing.
- We make our children aware that they will be listened to, and their concerns taken seriously and acted upon.

To support this, we include the following:

- Circle times
- Use of age-appropriate books
- School/Student Council
- PSHE events
- Anti-bullying policy and procedures
- Opportunities for 1:1 conversations with staff

Systems have been established to support the empowerment of children to talk to a range of staff so that children at Dallington School will be listened to, heard and their concerns taken seriously and acted upon as appropriate.

Record Keeping

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident form with a completed body map if obvious injuries have been observed (without removal of clothing) and will pass them without delay to the DSL. Records will be completed as soon as possible after the disclosure/incident/event, using the child's words where appropriate, and will be signed and dated by the member of staff concerned.
- All safeguarding concerns, discussions, and decisions made including the rationale for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL (or the deputy DSL in the DSL's absence).
- Records will be kept of any concern, disclosure, or allegation, including the following: a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Safeguarding Incident forms are kept in the Safeguarding file in the office/on all floors and in the Essentials Folder on the Shared Drive.
- Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2024. These must be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, September 2018. The DSL will also transfer any information relating to the Channel Programme.

Confidentiality and Information Sharing

- We recognise that all matters relating to safeguarding and child protection are confidential. The Head/DSL will hold the information and information will only be shared in the interests of keeping the child safe.
- 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.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3.
- 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' allows the sharing of special category personal data without consent where there is good reason to do so.
 - Not providing children's' 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.
 - If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the POSIE/Children's Social Care to ensure that the integrity of any subsequent investigations is maintained and that all members of the community are safeguarded.
 - DfE Guidance on Information Sharing April 2024 provides further detail. (This can be found in the school office and on the shared drive).
 - Data Protection Toolkit for Schools:
<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Inter-agency Working

- We have an important role to play in multi-agency safeguarding arrangements and contribute to multi-agency working in line with WTSC December 2023. We are named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Partnership, and so have a statutory duty to cooperate with published arrangements.
- We are not the investigating agency when there are child protection concerns and we 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 supporting the child while investigations 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.

Complaints

- We have a Complaints Procedure which is available to parents, children and members of staff who wish to report concerns. This can be found in the school office and on the website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff. This can be found in section 22 of this policy. This can be found in the school office, in floor safeguarding folders and on the shared drive (ESSENTIALS folder).
-

Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of KCSIE 2024 which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. All members of staff who work directly with children should, at least, read Part 1 and Annex B and must sign to confirm that they have read and understood it. They also complete the safeguarding training in person from Islington and online via the Key- where our safeguarding and other training is done throughout the year. A KCSIE 2024 safeguarding quiz is used to test their knowledge and understanding following the annual INSET training. A training log is kept.
- All staff working directly with children:
 - Are expected to read at least Part 1 of KCSIE
 - Should reassure victims of abuse that they are being taken seriously, they will be supported and kept safe
 - Should not give children the impression they are creating a problem or made to feel ashamed for making a report
 - Should know the indicators of abuse and neglect for specific safeguarding issues e.g. child criminal exploitation and child sexual exploitation
 - Should be aware that multiple safeguarding issues often overlap with one another
 - Should be aware of the risk factors that increase the likelihood of involvement in serious violence
- The DSL ensures that all new staff and volunteers (including temporary staff) are appropriately inducted in the school's internal safeguarding procedures and communication lines. As a minimum, this includes:
 - the Safeguarding & Child Protection policy (including mental health policy and child-on-child abuse policy)
 - the behaviour policy, anti-bullying policy and whistle-blowing policy
 - the staff Code of Conduct and Online Safety policy
 - the safeguarding response to children who go missing from education; and
 - the role of the DSL (including the identity of the DSL and any deputies).
- All staff members (including temporary staff) and the Head will receive appropriate

safeguarding and child protection training (organised by the DSL), including Prevent training, which will enable them to:

- Recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals, and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the school policies
 - Refer concerns to the DSL and be able to seek support externally if required – but understand that **anyone can make a referral**
- All staff members (including temporary staff) receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding on pages 6–7) and are aware that behaviours linked to drug taking, alcohol abuse, persistent absence from school and child-on-child abuse such as bullying and sexting can put children in danger. The staff training will also include whole-school responsibilities, safeguarding and child protection procedures, online safety, safe working practice and external reporting mechanisms.
 - All staff members (including temporary staff) receive regular safeguarding and child protection updates through regular staff meetings, INSET days, safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
 - All staff members (including temporary staff) will also be made aware of the school's expectations regarding safe and professional practice via the staff Code of Conduct and Acceptable Use (both found in the staff handbook) which is provided and discussed as part of the induction process.
 - We recognise the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy. This will be circulated in draft form for staff reviewing purposes. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use (found in the staff handbook), are also sent to staff for their feedback before ratification by the Proprietor and The Governing Body.
 - The DSL will maintain an up-to-date central register of those who have received safeguarding and child protection training, including Prevent, and will provide an annual update to the Governing Body as part of the annual safeguarding report.
 - Although the school's nominated safeguarding lead for the advisory body is Abigail Hercules, all members of the advisory body and the proprietor will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice as in the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive a risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.
- 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 physical contact to control or restrain children. 'Reasonable' means using no more force than is needed. We work in accordance with statutory and local guidance (on the use of reasonable force) and recognise that intervention should always be considered in a safeguarding context.

- Physical intervention should only be used when the child is endangering him/herself or others. Such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management, and any physical interventions must be in line with agreed policy and procedure (in which appropriate training should be provided).
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.
- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2019).
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in the Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2022) <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%2019.pdf>, the Acceptable Use Policy and the Staff Code of Conduct. These can be found on our shared drive.

Staff Supervision and Support

- The Leadership Team (LT) 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. This 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 if needed 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 (Dallington School are part of the Employment Support Programme. 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 5.
- 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) January 2024.

Safer Recruitment

As part of our safeguarding culture, we have 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 2024 at a minimum. In accordance with The School Staffing (England) Regulations 2009 and the Independent Schools Standards Regulations 2014, 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, including interview questions related to safeguarding practice, and should be repeated every three years.

We ensure that the safer recruitment process covers Part 3 KCSIE 2024 in relation to advertisement, application form (gaps in education and employment will be explored), shortlisting, employment history and references, selection, ID, DBS checks etc. Please see the Safer Recruitment Policy which is in place to prevent people who pose a risk of harm from working with children. Dallington School is committed to recruiting staff and volunteers who are safe to work with our children and have their welfare and protection as the highest priority. To this end, the Proprietor and governors will ensure that the Leadership Team and herself have completed accredited Safer Recruitment Training in line with statutory requirements.

- We are responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff (including supply staff), volunteers and governors and meets statutory requirements.
- We expect all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- As part of the shortlisting process statutory guidance states that we should consider carrying out an online search as part of due diligence to help identify any incidents or issues that have happened that may be publicly available online and to explore this with the applicant at interview. Shortlisted candidates will be notified about this and asked to provide their online identities.

Allegations Against Members of Staff and Volunteers

We recognise that it is possible for staff, supply staff, contractors 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 2024.

Referrals to the Local Authority Designated Officer (LADO)

A referral to the Local Authority Designated Officer (LADO) should be made immediately if a member of staff, volunteer or supply staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (e.g., where they are involved in an incident outside of school which

did not involve children but could have an impact on their suitability to work with children, one example being domestic abuse.)

Any allegation against a member of staff, DSL, supply staff, contractor or volunteer must be reported to the Head, or in their absence the Proprietor or safeguarding advisor. **If the allegation is against the Head, that must be reported to the Proprietor or safeguarding advisor, or direct to the LADO** without informing the Head. If the allegation is against a member of supply staff or contractor, the Head will refer to the LADO and be the Case Manager, but the agency or business will be kept fully informed and involved.

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

- Basic enquiries to establish facts before contacting LADO
- The Head to lead the investigation only after being given the go ahead to do so by the LADO
- The Head to discuss any concerns about the welfare of other children in the community or member of staff's family with DSL and make a risk assessment
- DSL may then decide to make a referral to children's social care

Where a member of staff has acted in a way outside of school that may question their suitability to work with children (transferable risk), a risk assessment should be carried out when appropriate

- 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, then: 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, chair of the management committee or proprietor of an independent setting; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent setting, this should be reported directly to the LADO.

Where there is an allegation against an agency or supply member of staff, the school will usually 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 or proprietor when working in the setting. Their agency will be notified about the allegation. They will be advised to contact their trade union representative if they have one, or a colleague for support.

Referral to Islington's Local Authority Designated Officer form

This referral form must be completed when there is an allegation that any person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Low Level Concerns

- Low level concerns (including allegations) are those that do not meet the harm threshold set out above. Concerns may arise from 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. The purpose of raising low-level concerns is to create and embed a culture of trust, openness, and transparency in which the school's values and expected behaviour as set out in the Staff Code of Conduct are constantly lived, monitored, and reinforced by all staff.
- Supply agencies or contractors will be made aware of the process and contacted if necessary.
- As part of our whole-school approach to safeguarding, promotes 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 - see Part Four - Section one KCSIE 2024) 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 and a referral to the LADO. The LADO should however be made aware of any low-level concerns. 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, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language or
- humiliating children We believe it is crucial that any such concerns, including those which do not meet the allegation/harm threshold at 22, 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. **Our low-level concerns policy is also set out within the staff code of conduct as per KCSIE 2024.**

What to do if you have a low-level concern about a member of staff

- Low-level concerns about a member of staff should be reported to the Head
- We encourage 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 should be shared with the Head, and recorded in accordance with our low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns

- All low-level concerns should be recorded in writing by the Head /DSL using the school's Low-Level Record of Concern Regarding a Staff Member in the school office and on the shared drive (ESSENTIALS FOLDER). 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; if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. When a low-level concern has been raised by a third party, the Head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.
- 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 109 KCSIE 2023).
- 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, we will either implement appropriate sanctions or where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO. The rationale for all decisions and actions taken must be recorded.
- 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 our employment, unless there is an ongoing investigation taking place.
- All staff and volunteers are made aware of our whistle-blowing procedure (found in the staff handbook) 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
- Dallington School has a 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 and/or Schools Human Resources Service.

- We expect all our staff to exercise ongoing vigilance and to maintain an environment that deters and prevents abuse and challenges inappropriate behaviour
- For specific guidance on how to respond to allegations against staff, please refer to the Allegations against Staff and Volunteers procedures above and the Whistle Blowing Policy which can be found in the Staff Handbook (a copy is available from the office or on the intranet). **When in doubt – please ask.**

The Use of School Premises by Other Organisations

- We will adhere to the guidance [Keeping Children Safe in Out of School Settings](#) in what we expect other providers using our premises to have in place. Where services or activities are provided separately by another body using our premises, the Head and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers, whether or not the children attending the activity are on the school or college roll.
- Other providers must adhere to Keeping Children Safe in Education.
- If this assurance is not achieved, then an application to use our premises will be refused.
- If we are made aware of any allegations against staff or volunteers made at the out of school activity, we will make a referral to the LADO and follow our own policy.

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 children, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming onto the premises as outlined in the Security, Workplace Safety & Lone Workers Policy. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Visiting speakers will be checked through an internet search and they will always be accompanied while at school.
- 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.

Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers on the website or on request to the school office.

- This policy has been written in July 2024 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare which comes into force on 1st September 2024.
- The policy forms part of our school development plan and will be reviewed at least annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Appendix 1: Categories of Abuse

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

What is Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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 online and offline and be perpetrated by men, women, and children. All members of staff should read and understand part one of KCSIE, 2024 and staff who have direct contact with children should also read Annex B.

1. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children (also known as child-on-child abuse) is a specific safeguarding issue in education (see KCSIE 2024 part 5). We will use the resource [Supporting practice in tackling child sexual abuse - CSA Centre](#) – it includes a 12-part film to aid understanding and knowledge about child sexual abuse, together with free evidence-based practice resources to identify and respond appropriately to concerns of child sexual abuse.

Signs that may indicate sexual abuse:

- o Sudden changes in behaviour and school academic performance
- o Displays of affection which are sexual and age inappropriate
- o Self-harm, self-mutilation or attempts at suicide
- o Alluding to secrets which they cannot reveal
- o Tendency to cling or need constant reassurance
- o Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- o Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- o Unexplained gifts or money
- o Depression and withdrawal

- o Fear of undressing for PE
- o Sexually transmitted disease
- o Fire setting

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

Signs that may indicate physical abuse:

- o Bruises and abrasions around the face
- o Damage or injury around the mouth
- o Bi-lateral injuries such as two bruised eyes
- o Bruising to soft area of the face such as the cheeks
- o Fingertip bruising to the front or back of torso
- o Bite marks
- o Burns or scalds (unusual patterns and spread of injuries) Deep contact burns such as cigarette burns
- o Injuries suggesting beatings (strap marks, welts)
- o Covering arms and legs even when hot
- o Aggressive behaviour or severe temper outbursts
- o Injuries need to be accounted for – inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that may indicate emotional abuse:

- o Over reaction to mistakes
- o Lack of self-confidence/esteem
- o Sudden speech disorders
- o Self-harming
- o Eating Disorders
- o Extremes of passivity and/or aggression
- o Compulsive stealing
- o Drug, alcohol, solvent abuse
- o Fear of parents being contacted
- o Unwillingness or inability to play
- o Excessive need for approval, attention and affection

4. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born,

neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); 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.

Signs that may indicate neglect:

- o Constant hunger
- o Poor personal hygiene
- o Constant tiredness
- o Inadequate clothing
- o Missing from home, nursery/school, medical appointments including frequent lateness
- o Untreated medical problems
- o Poor relationship with peers
- o Compulsive stealing and scavenging
- o Rocking, hair twisting and thumb sucking
- o Running away
- o Loss of weight or being constantly underweight
- o Low self esteem

Appendix 2: Specific Safeguarding Issues

(Also See Annex B of KCSIE 2024)

Child-on-Child Abuse (allegations of abuse made against other children)

All members of staff at Dallington School recognise that children are capable of abusing other children. Child-on-child abuse is most likely to include, but may not be limited to:

- o bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - o abuse in intimate personal relationships between peers
 - o 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);
 - o 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 or outside our setting, offline or online)
 - o 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
 - o 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
 - o consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - o 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
 - o 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
-
- o 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, as outlined in this policy, and in accordance with the ISCP [Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment](#)
 - o Staff should always use a safeguarding first approach and explain to children that the law is in place to protect them rather than criminalise them. This should be done with tact to avoid alarming or distressing them.
-
- o 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.) through PSHE/RSE. Further information can be found in this policy, the Online Safety policy and the Anti-Bullying policy.
 - o 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](#).
 - o '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. Further information about our response to specific allegations of abuse against pupils is located in our behaviour policy, anti-bullying policy and online safety policy. Further information in relation to the setting's approach to "sexting" can be found in the Online Safety Policy (available from the school office or on the shared drive ESSENTIALS FOLDER).

- o All staff maintain a culture of 'it could happen here' and that if inappropriate behaviour is addressed early, this can help prevent abusive/violent behaviour.
- o Victims of abuse will be distressed, which can affect progress and behaviour. If the child who harmed is at the same Setting, this can be made worse, and consideration needs to be given to this as per the ISCP Protocol mentioned above.
- o Girls are more likely to be victims, boys more likely to harm other children, but any child can be affected
- o It could be a group of perpetrators or an individual
- o Part 5 Should be read alongside the ISCP's Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment (see link above)
- o Staff should keep in mind that some children have additional barriers to disclosing due to vulnerability, disability, gender, ethnicity and/or sexual orientation
- o Staff should reflect back, using the child's language, when hearing a report
- o Staff 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 timeline of abuse

What to do if you have concerns

- Staff should not wait for a child to make a disclosure, and should act on concerns immediately e.g. strange behaviour or a conversation that suggests a child may have been harmed
- If the report includes an online element, staff may confiscate devices for evidence to hand to the Police
- Staff can ask children outright if they have been harmed and what the nature of the harm was.

Support

- Pupils who have experienced child-on-child abuse will be supported by:
 - o an immediate opportunity to discuss the experience with a member of staff of their choice
 - o to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Pupils who are alleged to have abused other Children will be helped by:
 - o Discussing what happened, establishing the specific concern and the need for behaviour to change
 - o Informing parents/carers to help change the attitude and behaviour of the child
 - o Providing appropriate education and support
 - o Sanctioning them in line with our behaviour policy.
 - o Speaking with police or other local services (such as early help or children's specialist services) as appropriate – see [NPCC guidance](#) on when to call the Police, paragraph 26 Local Support.

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 children. 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 any happening outside of the setting
- 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 the premises including at before and after-school activities
- Ensure recording practice is comprehensive and accurate
- The DSL should know what the early 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.

HARMFUL PRACTICES

So called 'Honour based' abuse (HBA)

- Staff and volunteers at Dallington School are aware that so called 'Honour-based' abuse (HBA) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
- The indicators of HBA and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with the DSL if they are concerned about HBA.

Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to 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.
- We will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to Police 101. See Annex B of KCSIE, 2024 for further detail and [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 (We will call Police 999 if a girl is at immediate risk of harm as a result of the risk assessment).

- The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>).
- The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes: [FGM The Facts](#)
- All members of staff will follow the school and ISCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage

- A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used, and it is a crime.
- Our staff understand how to report concerns where this may be an issue. We will contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email fmf@fco.gov.uk.
- The Forced Marriage Unit has published [multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk.
- Since February 2023, any marriage that takes place under the age of eighteen years, whether there is consent or coercion, is illegal.

Abuse linked to a belief in Spirit Possession Or Witchcraft

Abuse linked to a belief in 'spirit possession' or 'witchcraft' is a global issue that is not confined to particular countries or cultures. These are harmful to children and reported numbers are small although it is believed many go undetected. The nature of the abuse can be particularly disturbing and the impact on the child serious. There are links between 'spirit possession' and 'witchcraft' and exploitation in that belief in magic or witchcraft may be used to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

The term 'spirit possession' means that a force, spirit, God or demon has entered a child and is controlling him or her resulting in a change in health or behaviour. Sometimes the term 'witch' or 'witchcraft' is used. This is the belief that a child is able to use an evil force or supernatural powers to harm others. Terminology examples are black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah and child sorcerers. Families, carers and the children involved can hold genuine beliefs that evil forces are at work and be deeply worried by the evil that they believe is threatening them. There may also be an element of the adult gaining some gratification through the ritualistic abuse of the child, which may even result in the death of the child.

Vulnerability

In cases of 'spirit possession' or 'witchcraft' which involve children, the parent/carer views the child as 'different' and attributes this to the child being 'possessed'. This can lead to attempts to exorcise the child.

The reasons for being 'different' can be varied, and include disobedience, independence,

bedwetting, nightmares or illness. In some cases, there will be no obvious difference and the child will have been targeted because they are perceived to be 'spiritually' different. The attempt to exorcise may involve beating, burning, starvation, cutting/stabbing and/or isolation within the household, all of which obviously constitute abuse.

Things to Look Out For

Indicators of abuse linked to belief in spirit possession, which may also be common features in other kinds of abuse, include:

- A child reporting that they are, or have been, accused of being 'evil,' and/or that they are having the 'devil beaten out of them.'

Signs of physical abuse

- A child becoming noticeably confused, withdrawn, disorientated or isolated;
- Personal care deteriorating;
- Attendance becoming irregular, or child being taken out of school altogether;
- A deterioration in a child's performance at school;
- Lack of parental concern or attachment.

What to do if you are concerned

Everyone working with children has a responsibility to recognise and know how to act on evidence, concerns and signs that a child's health, development and safety is being or may be threatened, especially when they suffer or are likely to suffer significant harm.

Standard child safeguarding procedures apply and must always be followed in all cases where abuse or neglect is suspected including those that may be related to particular belief systems

- Contact the DSL immediately or make a referral to Children's Social Care

Cybercrime

Advice on preparing for online challenges and hoaxes is available here [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#). All staff are expected to complete an online course on cyber security: <https://www.ncsc.gov.uk/information/cyber-security-training-Schools>

Cybercrime is criminal activity committed using computers and/or the internet. Cyber Choices aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. 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)
- 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, Dallington School will give practical advice on how to keep themselves 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 \(www.gov.uk\)](#)

Appendix 3: Keeping Children and Yourself Safe When Responding to Disclosures

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously

2. Respond

- Reassure the child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be all right now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt if the child refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, explain, describe
- Do not criticise the child who harmed; the child may have affection for him/her
- Do not ask the child to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some 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
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the DSL
- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, because dealing with disclosures can be traumatic for professionals

Appendix 4: Sexual Violence and Sexual Harassment Between Children

Child-on-child Abuse – Model Policy

1. Context

- a. 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.
- b. 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 as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- c. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school staff are supported and protected as appropriate.

2. Policy

- a. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.
- b. We recognise that children can abuse their peers and this will be dealt with under our safeguarding and child protection policy and in line with KCSIE 2024
- c. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- d. We will minimise the risk of child-on-child abuse by:

Prevention:

- Taking a whole-school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.
- Using a clear reporting system for staff and children, that is well promoted, easily understood and accessible
- Recognising that it may be taking place, even if not reported
- Publicising the school's zero-tolerance approach to abuse
- Online safety, including mobile phone usage during school hours

Responding to reports of sexual violence and sexual harassment:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

- If the report includes an online element staff will be mindful of the guidance [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) Staff taking a report will inform the DSL as soon as possible
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

Risk Assessment:

- Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider;
 - The victim, especially their protection and support.
 - The alleged child who harmed, their support needs and any appropriate sanctions.
 - All other children at the school.
 - The victim and the alleged child who harmed sharing classes and space at school.
 - The risk assessment will be recorded and kept under review.
 - Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting children.

DSL considerations and response:

- The DSL will consider:
 - The wishes of the victim.
 - The nature of the incident including whether a crime has been committed and the harm caused.
 - The ages of the children involved.
 - The developmental stages of the children.
 - Whether there is a power imbalance between the children/young people.
 - Any previous incidents.
 - Ongoing risks.
 - Other related issues or wider context.

The DSL will then consider the following options:

- Manage internally
- Early Help
- Refer to Children's social care
- Report to the police (generally in parallel with a referral to Social Care)

Ongoing Response:

- The DSL will manage each report on a case-by-case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and other child a reasonable distance apart on the premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the other child to remain in the same school would seriously harm the education or welfare of the victim (and potentially other children or students).

- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.
- Where the child who harmed is going to remain at the school, the principle would continue to keep the victim and the child who harmed in separate classes and continue to consider the most appropriate way to manage potential contact on the premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged child who harmed and other witnesses (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- We will impose any appropriate sanctions against the alleged child who harmed in line with our behaviour policy.
- We recognise that implementing sanctions and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

3. Physical Abuse

- While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from child to child can also be abusive.
- These are equally not tolerated and will be reported to the police if a crime has been committed.
- The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Appendix 5: National Support Organisations

Support for staff

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

Support for Children

- 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

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.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.mensadvice.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](#)

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

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk
- www.gov.uk [New definition of extremism \(2024\) – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/new-definition-of-extremism-2024)

Appendix 6: Local Support

Islington Children's Services Contact Team

Telephone: 020 7527 7400

CSCTreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101/02

Email: lado@islington.gov.uk

Islington Police

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

NPCC- When to call the police

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20Settings%20and%20colleges.pdf> 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/fs>

Islington Family Directory

<http://directory.islington.gov.uk/kb5/islington/directory/service.page>

Principal Officer Safeguarding in Education

Anastasia.georgiou@islington.gov.uk

Pupil Services PupilServices@islington.gov.uk

Telephone 020 7527 5845

Alternative number Pupil Services: 020 7527 3747

Heather Vacciana Anti-Bullying Coordinator heather.vacciana@islington.gov.uk 0207527 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: Saira.Kamaly@islington.gov.uk – Prevent Education Officer 07825 098235

Schools and colleges may wish to include other local points of contact such as Safer School Police contacts etc.

National Support Organisations

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
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

Forced Marriage and Honour Based Abuse

UK Helpline: [0800 5999 247](tel:08005999247)

<https://karmanirvana.org.uk/>

Forced Marriage Unit 020 7008 0151 or email fmufcdo.gov.uk.

<https://www.solacewomensaid.org/>

0808 802 5565

Appendix 7: Safeguarding in Education links

Preventing neglect, abuse and exploitation

- [Working together to safeguard children 2024](#)
- [The right to choose: multi-agency statutory guidance](#)
- [Child abuse concerns: guide for practitioners](#)
- [Child sexual exploitation: definition and guide for practitioners](#)
- [Child abuse linked to faith or belief: national action plan](#)
- [Working-together-to-improve-school-attendance](#)

Keeping children safe in education and other settings

- [Keeping children safe in education 2024](#)
- [Supervision of activity with children](#)
- [Protecting children from radicalisation: the prevent duty](#)
- [Secure children's homes: how to place a child aged under 13](#)
- [Children missing education](#)
- [Drugs: advice for Schools](#)
- [Behaviour in Schools - Advice for Headteachers and School Staff 2022](#)

Online safety

- [Teaching online safety in Schools](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and youngpeople](#)
- [Harmful online challenges and online hoaxes](#)
- [Education for a Connected World](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations](#)

Safeguarding children with Special Education Needs and Disabilities

- [Safeguarding disabled children](#)
- [SEND Code of Practice 0-25 years](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Islington SEND Information and Support Service](#)
- [MENCAP](#)

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

- [Cross-border child protection cases: the 1996 Hague Convention](#)
- [Safeguarding children who may have been trafficked](#)
- [Care of unaccompanied migrant children and child victims of modern slavery](#)
- [Find help to get your child back from abroad or arrange contact](#)

Appendix 8: Role of the Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school or to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the Head or principal to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, and special educational needs coordinators (SENCO) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children's needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in this guidance. Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main child's file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part-time staff;
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships, which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE 2023, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping