



Elizabeth Garrett Anderson School

Safeguarding and Child Protection Policy

based on DfE statutory guidance Keeping Children Safe in Education 2018

At EGA we are preparing our students to live well balanced, healthy and successful lives. We are committed to ensuring all students achieve in whatever field they choose regardless of starting point and background. This includes:

- ensuring students are safe; both in and out of school
- maximising academic progress and outcomes
- ensuring students flourish socially, morally, spiritually and cultural.

To achieve this we use information about students. We also have information about staff. To ensure information about our community is kept safe we have a rigorous set of procedures and policies that ensure we are GDPR compliant.

This policy is scheduled to be reviewed and adopted by the Governing Body in September 2018. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. The Headteacher will report on its operation and effectiveness annually as part of the review process. This policy will be next reviewed before autumn 2019.

This is a core policy that follows the model policy set out by the Islington Safeguarding Children Board which is based on guidance from the 2018 KCSiE. ISCB wishes to acknowledge Essex Local Safeguarding Children's Board (LSCBs) policy upon which this document is also based. This policy forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say that they have read and understood its contents.

Key Safeguarding Contacts:

The Designated Governor for safeguarding and child protection is: **Primrose Christie**

The Designated Safeguarding Lead (DSL) for child protection is: **Tina Southall (Associate Headteacher)**

The Deputy Designated Safeguarding Leads are: **Holly Wilkins (Acting Deputy Headteacher), Sabrina McWilliams (Pastoral Support Lead), Sally Dahl (Pastoral Manager), Karen Bolden (Exams and Admissions Officer) & Mel Hull (Office Manager)**

The Designated Teacher for children looked after (CLA) and previously looked after is: **Tina Southall**

The Designated Manager for allegations against staff and volunteers is: **Tina Southall**

In the event of all of the above being unavailable please refer to:

- **Sarah Beagley (Headteacher)**
- **Jo Dibb (Executive Headteacher)**
- **PC Syed Ahmed (Safer Schools Police Officer)**

Islington's LADO is: Laura Eden, Operation Manager, Safeguarding and Quality Assurance, Children's Social Care. Laura can be contacted by phone on 020 7527 8066 or via email laura.eden@islington.gov.uk / lado@islington.gov.uk

Headteachers can call Michelle Viridi for advice on education allegations on 0207 527 5595 or email michelle.virdi@islington.gov.uk

Summary of EGA practice

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

Each year group consists of six teaching groups. Within each teaching group there will be students in different tutor groups and Houses.

At EGA our pastoral system is a House system. There are 4 houses – Aquila (yellow) Cygnus (blue), Orion (green) and Pegasus (red). Each House has tutor groups in KS3 and KS4.

At KS3 students are in mixed Yr7/Yr8 tutor groups of 18 students. At KS4 students are in mixed Yr 9/Yr 10 & Yr 11 tutor groups. Tutors see their tutees 3 times a week as a tutor group and once a week in assembly. Tutors are responsible for the well-being of tutees and passing on concerns. They get a SIMS printout each fortnight showing attendance, punctuality, behaviour points and merits. This is the base for initial action. Tutors also work with students following data collection. Each House has a Pastoral Manager (non-teaching member of staff) who is available for support for individuals and groups. Pastoral Managers run preventative workshops as well. Each House is led by a Head of House who embeds the ethos and expectations across the house, as well as supporting individuals and groups of students. A member of SLT line manages each House. There is, therefore a team of staff who work closely with all students.

All members of staff receive child protection training which is regularly updated. Reminders are given regularly through staff briefings and the staff bulletin. All staff are aware of their responsibilities and report concerns to members of the child protection team. All staff receive key documents at the start of each year/on commencement of employment and sign to confirm receipt and understanding of responsibilities.

There are fortnightly meetings for each year group which we call PSPs (pupil support panels). These are attended by the Head of House, Line Manager, Sabrina McWilliams (Pastoral Support Lead), SENDCo (Special Educational Needs Coordinator) and other members of the extended services team

who may be available. (E.g. CAMHS Psychologist, Child and Adolescent Mental Health Service and Safer Schools Police Officer).

These meetings discuss students where concerns of any sort have been raised and support is planned. The support may be internal pastoral support, an academic intervention or involve an external referral. The meetings also discuss and evaluate support that is already in place. Notes of these meetings are shared with the Leadership team, House team and with Heads of Faculty. Students may be discussed once or twice at panel as there may be a short term need (E.g. adjustments made for a phased return following a broken leg). Students with allocated external support will be discussed at each panel for the duration of the support and after support has ended to monitor wellbeing. All mid phase admissions will be discussed at panel. A summary of discussions and interventions are kept and analysed annually by pupil premium and ethnicity.

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

Lists of vulnerable students which are those who are looked after, have a child protection plan, have an allocated social worker or other external support worker are circulated to all staff at the start of each year and the list is regularly updated. This list includes photos and named "go to Staff". This list also has a second tier of 'vulnerable students'. This is those who have previously received external support, those where parents have rejected non-statutory support and those where referrals are likely in the future. This alerts staff to seek further information and guidance if needed. A list of students with medical needs is also shared with staff; more information about medical needs is kept with designated first aiders, with the office and in SIMS. Pastoral Managers meet families regularly to update health plans.

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

Students are empowered to be aware of risks/harm and ways to access support by education. This includes the PSHE (Personal, Sex and Health Education) curriculum and through other curriculum areas. Education includes work on rights and responsibilities, sex and relationships, healthy lifestyle choices, discussing the situations and crises on a local national and global scale, as well as specific lessons around areas of potential harm such as FGM, sexual exploitation, pornography and forced marriage.

Workshops enable our students to be aware of the risks of political grooming, extremism and radicalisation. There are displays around the school that signpost routes to support. Students are reminded regularly about our pastoral support lead and other staff that provide support around the school. Students do self-refer and will also report concerns they have about their peers. The confidence with which students refer themselves and their peers is a reflection of the quality of education they receive across the school and the non-judgemental approach taken by the child protection team when working with the most vulnerable of students.

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

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

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

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

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

Prevent duty

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

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

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

We all have a responsibility to:

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

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

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

- Everyone has the right to have an opinion,
- Everyone has the right to disagree,
- No one has the right to harm.

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

- thought for the week topics for structured discussion in tutor time;
- weeks where key topics are high profile e.g. national refugee week.

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What to do if you are worried about a child/young person

Why are you concerned?

For example

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

Immediately record your concerns

Follow the school's procedure – see Section A

- If responding to a disclosure:
 - Reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
- Use child's own words and indicate any marks on body map charts, Sign and date all records

Inform the Designated Safeguarding Lead - Tina Southall

Designated Safeguarding Lead

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

If you are unhappy with the response

Staff:

- Follow school Whistleblowing Procedures available on the EGA website or within the Policies area
- Follow ISCB Escalation policy and procedures

Pupils and Parents:

Follow the school complaints procedures – available on the EGA website or within the Policies area

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

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
- How long you will monitor for?
- How you will record and to whom you will feedback and when?

Review and Re-refer (if necessary)

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

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

SAFEGUARDING AND CHILD PROTECTION POLICY FOR EGA SCHOOL

1. Introduction

- a. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education – DfE, 2018*)
- b. This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct, Physical Restraint Policy, Behaviour Policy, Safer Recruitment Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Data Protection Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2018).
- c. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children, 2018 as:
 - Protecting children from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes

2. Statutory framework

- a. Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- b. The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the [Islington Safeguarding Children Board](#) (ISCB). In Islington (and London) all professionals must work in accordance with the London Child Protection Procedures (LCPP), 2018.
- c. Our school works in accordance with the following legislation and guidance:
 - Keeping Children Safe in Education (DfE, 2018)
 - Working Together (HMG, 2018)
 - Education Act 2002
 - Counter-Terrorism and Security Act (HMG, 2015)
 - Serious Crime Act 2015 (Home Office, 2015)
 - Sexual Offences Act (2003)
 - Education (Pupil Registration) Regulations 2006
 - Information sharing advice for safeguarding practitioners (HMG, 2015)
 - Data Protection legislation (including the General Data Protection Regulation, 2018).
 - Information sharing advice for safeguarding practitioners (HMG, 2018)
 - What to do if you're worried a child is being abused (HMG, 2015)
 - Searching, screening and confiscation (DfE, 2014)
 - Children Act 1989

- Children Act 2004
- Preventing and Tackling Bullying (DfE, 2017)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

3. Roles and responsibilities

- a. All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.
- b. The Governing Body
- The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.
 - The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.
 - The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
 - The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
 - The governing body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.
 - The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.
- c. The Designated Safeguarding Lead (DSL)
- The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Islington's Children's Social Care (Children's Services Contact Team) are made in accordance with London Child Protection Procedures. They work with the local authority and other agencies as required.
 - The DSL takes lead responsibility for co-ordinating early help assessments for children within the school.

- If for any reason the DSL is unavailable, one of the named deputy designated safeguarding leads will act in their absence.

d. The Headteacher

- The Headteacher works in accordance with the requirements upon all school staff. In addition, s/he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

e. All school staff

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

This includes children and young people who:

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

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

4. Types of abuse/specific safeguarding issues

- a. Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”

- b. The four main types of abuse are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

c. Peer on peer abuse

- Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.
- Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse. **See Section A**

d. Children with special educational needs and disabilities

- Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
 - Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs;
 - Communication barriers and difficulties in overcoming these barriers.

e. Children missing from education

- All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Pupil Services, Social Care or Police).
- The school will hold at least 2 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.
- Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

f. Child Sexual Exploitation (CSE)

- Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.
- *"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears*

consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology". (Department of Education (DfE), 2017)

- It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.
- g. 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 mandatory duty on teachers (and other professionals) to notify the police, on 101, of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.
- h. 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 is a crime. Our staff understand how to report concerns where this may be an issue.
- i. Prevention of radicalisation
- As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
It requires schools to:
 - teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
 - be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
 - be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

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

5. Procedures

- a. All action is taken in accordance with the following guidance:
- London Child Protection Procedures (2018)
 - Keeping Children Safe in Education (DfE, 2018)

- Working Together to Safeguard Children (DfE, 2018)
 - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- b. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.
 - c. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL).
 - d. The DSL or the deputy will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.
 - e. All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.
 - f. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
 - g. 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.
 - h. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

6. Training

- a. The DSL (and deputy) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.
- b. The school ensures that the DSL (and deputies) also undertake training in inter-agency working and specific safeguarding areas as appropriate.
- c. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- d. Records of all child protection training undertaken is kept for all staff and governors.

7. Confidentiality

- a. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret.
- b. In accordance with statutory requirements, child protection concerns must be reported to the DSL and may require further referral to and subsequent investigation by statutory agencies (i.e., children's social care and police).
- c. Information on individual child protection cases may be shared by the DSL (or deputy) with other relevant staff members on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

- a. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.
- b. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.
- c. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it in 'My Concern' and report their concern in person noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records are dated and include any action taken at the time. The DSL will decide on the next steps and record this accordingly.
- d. All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.
- e. Where a pupil transfers from our school to another school / educational setting (including college), the DSL (or deputy DSL) will copy their safeguarding/ child protection file in its entirety and forward the original file to the new educational setting. This will be marked 'Strictly

Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and place this on the copied file which will be archived in line with our retention policy.

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

9. Partnership Working

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

10. Allegations about members of the workforce

- a. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook/Code of Conduct.
- b. The school works in accordance with statutory guidance and the Allegations against Staff/Volunteers (ASV/LADO) procedures (LSCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current London Child Protection Procedures provides detailed information on this.
- c. The school has processes in place for reporting any safeguarding concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

- d. Where the concern involves the Headteacher, safeguarding concerns are reported to the Executive Headteacher. Where concerns involve the Executive Headteacher they are reported to the Chair of Governors.
- e. ASV/LADO procedures (LSCB, 2017) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **0207 527 8101/8102** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school will not carry out any investigation before speaking to the LADO.

11. Whistleblowing

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

12. Statutory Guidance:

- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018
- London Child Protection Procedures
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Education and Inspections Act 2006
- Education Act 2011

13. Non Statutory Guidance :

- Ofsted Safeguarding in Schools, Best Practice
- Ofsted Inspecting Safeguarding – Briefing for Section 5 inspections
- Ofsted School Inspection Handbook
- Ofsted Inspecting E Safety
- Use of Reasonable Force – Advice for Headteachers, staff and governing bodies
- DBS Update Service Employer Guide

14. Useful Contact Numbers:

- Police 999 and 101
- Islington Children's Services Contact Team 020 7527 7400 and follow up in writing to CSCTreferrals@islington.gov.uk
- Camden Children and Families Contact Service 020 7974 3317 (Out of hours: 020 7974 4444)
- Hackney Children and Young People's Access and Assessment Social Work Service 020 8356 5500 (Out of hours: 020 8356 2710)
- Children's Social Care Out of hours (after 5pm and weekends) 020 7226 0992
- Islington Child Protection Advisors 020 7527 8102
- Local Authority Designated Officer (Education) 0207 527 5833 or ews@islington.gov.uk
- Children's Social Care LADO 020 7527 8066
- Islington Police Child Abuse Investigation Team 020 8733 4286
- Islington Women's Aid 0808 802 5565
- Domestic Violence National Helpline 0808 200247
- Forced Marriage Unit 020 7008 0151
- Honour Violence Helpline 0800 599 9247
- NSPCC 0800 800 500
- Childline 0800 1111

15. Additional information can be found at:

This Policy should be read in conjunction with the Summary Booklet "What to do if you're Worried a Child is being Abused" <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Our procedures are in line with the www.Londonscb.gov.uk and Working Together to Safeguard Children 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> Edition
London Child Protection Procedures are available on the London Safeguarding Board website.

The school will complete information transfers as requested in the Secure Data Transfer System <https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information#log-in>

DfE guidance: 'Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies': <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties' <http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties.pdf>

Further information about private fostering arrangements can be found at <https://www.gov.uk/government/publications/children-act-1989-private-fostering> and <http://www.baaf.org.uk/>

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

DfE guidance: 'Safeguarding Children and Young People from Sexual Exploitation': <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

The DfE 'Tackling Child Sexual Exploitation Action Plan' was published in December 2011:

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

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

<https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english>

DfE guidance 'Safeguarding Children from Female Genital Mutilation':

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Guidelines for schools are contained in Chapter 9 of 'Female Genital Mutilation, Multi agency Practice Guidelines'

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

NSPCC:

An NSPCC helpline will give advice, information and support for anyone concerned that a child's welfare is at risk because of female genital mutilation.

Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services.

The Metropolitan Police force is also supporting the FGM helpline as part of its crime prevention work.

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

DfE guidance: 'Improving Support for Young Carers':

<https://www.gov.uk/government/publications/improving-support-for-young-carers-family-focused-approaches>

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

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

DfE guidance 'A Young Runaway's Action Plan' is also available:

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

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

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