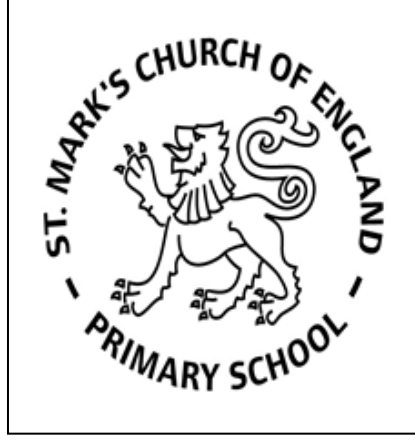


Safeguarding Policy



**“Every Child,
Every Chance,
Every Day”**



Every Child, Every Chance, Every Day

St Mark's C of E Primary School

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

Thy word is a lamp to my feet and a light to my path.

Psalm 119 Vs 105

The following five components describe the desired outcomes we offer through it.

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

Safeguarding and Child Protection Policy

September, 2019

based on DfE statutory guidance

Keeping Children Safe in Education, 2019

This policy was reviewed and adopted by the Governing Body on: September 2019. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before 1st September 2020.

This is a core policy that 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 they have read and understood its contents

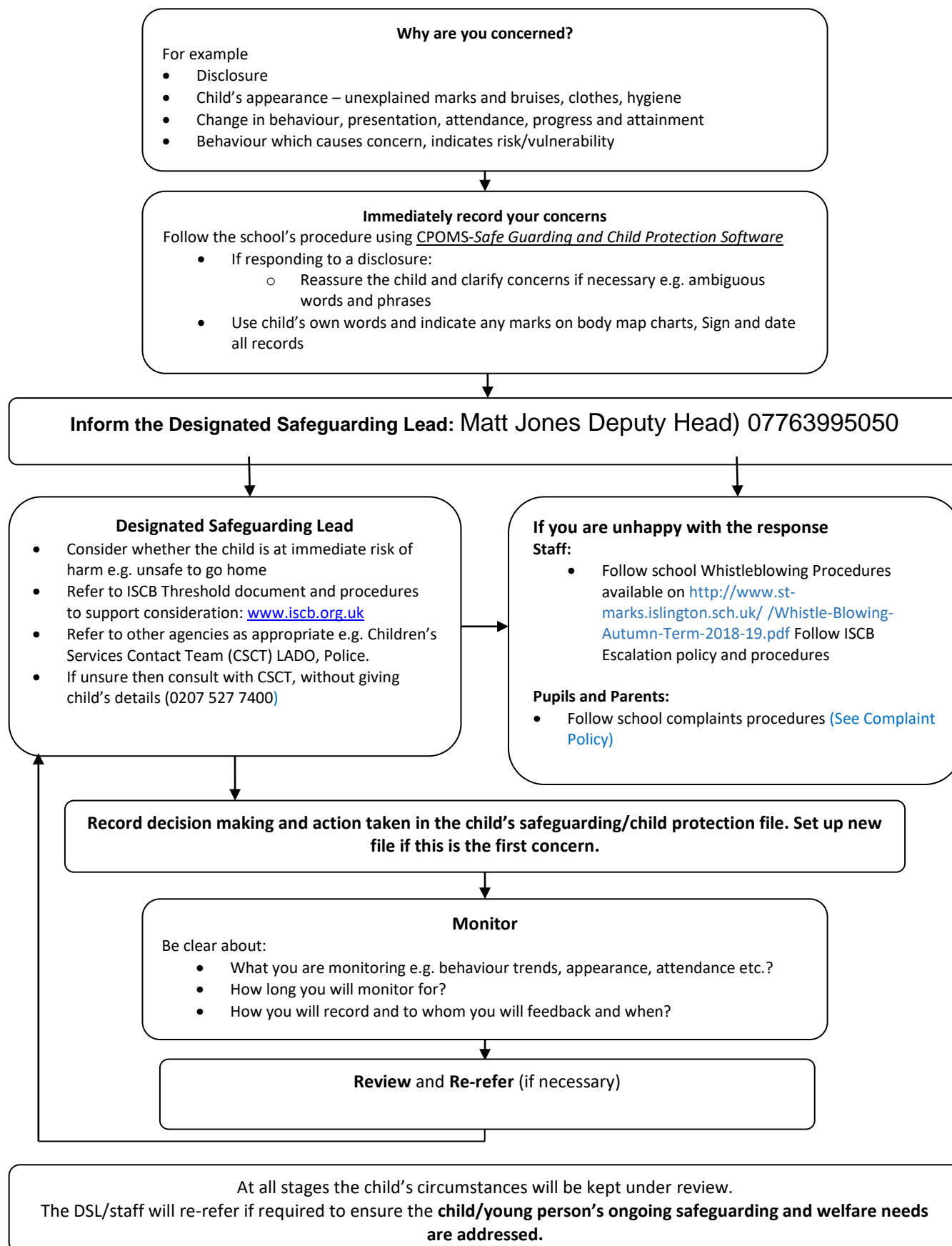
Academic year	Designated safeguarding lead (DSL)	Deputy Designated safeguarding lead	Deputy Designated safeguarding lead	Deputy Designated safeguarding lead	Nominated Looked After Children Governor	Nominated Safeguarding Governor	Chair of Governors
2018-2019	Matt Jones	Martha Braithwaite	Liz Vitrano	Sarah Bearfoot	Flora Williamson	Christine Kinnear	Christine Kinnear

- The Designated Manager for Allegations against Staff and Volunteers is the Head teacher, Martha Braithwaite.

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



SAFEGUARDING AND CHILD PROTECTION POLICY FOR ST MARK'S C of E PRIMARY SCHOOL

1. Introduction and Ethos

*"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All school and college staff have a responsibility to provide a safe environment in which children can learn."*¹

- a. St Mark's recognises the importance of creating and maintaining a safeguarding culture that will help all pupils 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 are enabled to 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 pupils receive effective support, protection and justice.
- b. St Mark's 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. Whilst at school, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.
- c. Our school core safeguarding principles are:
 - That schools are an important part of the wider safeguarding system for children.
 - It is a whole school responsibility 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, culture, race, language, religion or sexual identity
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Child Protection Procedures, 2018.

2. Definitions

*"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety."*²

Within this document:

- **Safeguarding:** Working Together to Safeguard Children, 2018 defines safeguarding as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best life chances.
- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

¹ Keeping Children Safe in Education (DfE, 2018)

² Inspecting safeguarding in early years, education and skills, Ofsted, September 2016.

- **Staff** applies to 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 governors.
- **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to pupils of our school; the policy will also extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean 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 procedure document.

3. Context

- a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the school or who are students under 18 years of age attending the further education institution.

This includes:

- Working Together to Safeguard Children (DfE 2018) (WTSC)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all school and college staff and Appendix 1(DfE, September 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2019.pdf
- London Safeguarding Children Procedures, March, 2019 <http://www.londoncp.co.uk/>
- Teaching online safety in schools (DfE, 2019)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2019)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance](#) (Home Office, 2018)
- Children and Social Work Act 2017
- Early Years and Foundation Stage Framework, 2017 (EYFS)
https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- [Preventing and Tackling Bullying](#) (DfE, 2017)
- [Preventing youth violence and gang involvement](#) (Home Office, 2015)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

- b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the

Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

- 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:

- **Behaviour Policy.**
- Anti-Bullying (including cyberbullying Online Safety and Social Media)
- Use of camera's and mobile phones (including children and all adults (staff/volunteers/parents/visitors on site))
- Drugs and alcohol misuse
- **The Role of the Designated Safeguarding Lead (DSL)**
- Youth produced sexual imagery or "Sexting"
- Prevent duty (radicalisation and extremism)
- Private fostering
- Personal and Intimate Care
- **Children Missing Education**
- Children missing from home or care
- Gangs and youth violence
- Data Protection (including GDPR) and Information Sharing
- So called 'Honour Based Violence' including: Faith abuse, Forced Marriage and Female Genital Mutilation (FGM)
- Sex and Relationships Education
- Managing Allegations Against Staff
- **Staff Behaviour Policy/Code of Conduct for Staff (including Acceptable Use of Technology)**
- Health and Safety including Risk Assessments (e.g. school trips, use of technology) and First Aid and Accidents
- Safer Recruitment
- Whistle-Blowing

All staff and volunteers at St Mark's recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.

- d. Supporting Guidance (to be read and followed alongside this document)
- Information Sharing Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
 - What to do if you're Worried a Child is being Abused
[What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
 - Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2015
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
 - Mental Health & Behaviour in Schools [Mental health and behaviour in schools - Publications - GOV.UK](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)
 - Teachers Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>
 - Safeguarding Disabled Children – Practice Guidance - DOH, 2009
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>
- e. These documents can be found on the shared area of school network. They are also available to access via the school website

4. Key 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 follow the school's procedures and guidance at all times.

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

a. The Governing Body

- i. The Governing Body holds overall responsibility for the child protection and safeguarding functions of St Mark's and will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Islington Safeguarding Children Board (ISCB), including local protocols for assessment and the ISCB's threshold document.
- ii. 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.
- iii. Our school has a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that the school has an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The governing body have read and will follow KCSIE 2019.
- iv. A member of the governing body is nominated to be responsible for liaising with Islington Council's Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher. This name of this governor is **Christine Kinnear (Designated Safeguarding Governor)**
- v. The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body will seek advice from and work in partnership appropriately with Islington Council in fulfilling its safeguarding and child protection responsibilities.
- vi. The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.
- vii. Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.
- viii. The Designated Safeguarding Governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead regarding child protection issues. This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.

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

b. Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff
- 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. We recognise that it is not the responsibility of children to raise concerns
- sufficient resources and time are available to enable the Designated Safeguarding Lead (DSL) to carry out their duties
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the school, including having Deputy Designated Safeguarding Leads who have the role added to their job descriptions.

c. Designated Safeguarding Lead (DSL)

- i. The school has appointed a member of the leadership team- **Matt Jones** as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- ii. The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Board in line with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (at regular intervals, at least annually, to keep up with any developments relevant to their role.
- iii. During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school or college hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in *exceptional circumstances* availability via phone and or Skype or other such mediums is acceptable.
- iv. The Designated Safeguarding Lead is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of this policy and our procedures and that they are followed at all times.
- v. The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for CLA and the Head of the Virtual School for all children who are looked after or have previously been looked after.
- vi. 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)
- vii. The school has identified additional staff to deputise for the DSL. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- viii. The Designated Safeguarding Lead will:
 - act as the central contact point for all staff to discuss any safeguarding concerns

- hold up-to-date details for Children's Social Care referral and advice teams most likely to be contacted based on the school's pupil population. In Islington, this team is called Children's Services Contact Team.
- The online tool 'Report child abuse to local council' directs to the relevant local children's social care contact number. <https://www.gov.uk/report-child-abuse-to-local-council>
- maintain a confidential recording system for safeguarding and child protection concerns
- coordinate safeguarding action for individual children
- have the details of the social workers and the name of the virtual school head in the authority that looks after the child (working closely with the Designated Teacher for CLA) for all children who are looked after or have previously been looked after.
- liaise and co-operate with other agencies and professionals in line with WTSC, 2018.
- ensure that locally established procedures are followed and making referrals to other agencies, including Children's Social Care (CSC) and targeted early help services.
- represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- ensure the ongoing support and development of deputy DSLs
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE, 2018.

d. Staff and volunteers

- i. Due to their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. ***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 be aware of the need to report any concerns about a child to the DSL as a matter of priority or, in his/her absence, to the nominated deputy DSL.
- ii. All members of staff have a responsibility to:
 - provide a safe environment in which children can learn
 - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning
 - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
 - take appropriate action to prevent safeguarding concerns escalating, working with other services/agencies as appropriate
 - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
 - respond to and refer any concerns about children or other members of the community in accordance with this policy
 - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
 - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- iii. All staff and volunteers in St Mark's take individual responsibility for knowing what to do if a child tells them he/she is being abused or neglected. 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 this may ultimately not be in the best interests of the child.
- iv. The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s) as soon as possible.

e. Children and Young People

Children and young people will:

- Contribute to the development of school safeguarding and child protection policies

- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

f. Parents and Carers

- i. Parents/carers have a responsibility to:
 - Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
 - 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
 - Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
 - Contribute to the development of the schools safeguarding policies
- ii. A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures
- iii. Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website: <http://www.st-marks.islington.sch.uk/wp-content/uploads/2018/09/Safeguarding-Policy-Autumn-Term-2019-20.pdf>

5. Recognition and Types of Abuse and Neglect

- a. All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- b. The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' (2018) and 'What to do if you are worried a child is being abused' (2015).
- c. All staff are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.
- d. Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- e. Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

- f. The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- g. 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 doesn't automatically mean a child is being abused.

6. Children in Specific Circumstances

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

b. Serious violence

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

c. Safeguarding Children with Special Educational Needs and Disabilities

- St Mark's acknowledges that children with special educational needs and disabilities can face additional safeguarding challenges 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:
 - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
 - Speech, language and communication needs which may make it difficult to tell others what is happening.
- All staff will ensure that children with special educational needs and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

d. Children Missing from Education

- Our school recognises 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 going missing from education is a potential indicator of abuse or neglect.

- Our school has a procedure in place for responding to unauthorised absence and responding to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police. For further information, please access the school's policy and procedures regarding attendance and inclusion.
- e. Gangs, County Lines, Violent Crime and Exploitation
- St Mark's recognises 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.
 - All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Increased absence from school.
 - Change in friendships/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant change in wellbeing.
 - Signs of assault/unexplained injuries.
- f. Domestic abuse
- Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.
- g. Child Sexual Exploitation (CSE)
- All staff at have been made aware of the revised definition of Child Sexual Exploitation, 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"*.
 - 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.
- h. So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)
- **Female Genital Mutilation (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. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.
 - 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. Online Safety
- St Mark's recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The DSL and leadership team have read Annex C regarding Online Safety within KCSIE, 2019.

- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and deputy DSLs, when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safeguarding within the school.
- St Mark's identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- St Mark's recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.
- Further information reading the specific approaches relating to this can be found in the school's Computing Policy which can be found in the staff room, office, staff shared drive and website.
- St Mark's will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school 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.
- St Mark's will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.
- Detailed information about the school's response to online safety can be found in the school's Computing Policy and Acceptable User Agreement which can be found in the staff room, school office, staff shared drive and school website.

j. Radicalisation

- Our school recognises 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 the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>.

k. Curriculum and Staying Safe

- Our school recognises our essential role in helping children 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.
- St Mark's 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. This will include online safety.

- Students will be taught (appropriate to their age and ability) about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and 'sexting'.
- Systems have been established to support the empowerment of children to talk to a range of staff so that pupils at St Mark's will be listened to, heard and their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support will include: This might include:
 - School/Student Council/ Junior Leadership Team
 - Junior Play Leaders/ Energy Club
 - Nurture Group at Playtimes
 - Worry boxes
 - Buddy and peer-mentoring systems
 - PSHE events
 - Regular feedback questionnaires with groups of children
 - Think U Know, Childnet, Digital Literacy Scheme of work within Computing

7. Safeguarding and Child Protection Procedures

- a. 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. St Mark's adheres to the London Safeguarding Children Procedures (Online, April, 2018). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website www.islingtonscb.org.uk
- b. 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)
 - Information Sharing advice for safeguarding practitioners (2018)
 - 'What to do if you are Worried About a Child Being Abused' (2015)
 - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
 - ISCB Threshold Document (2015)
 - ISCB Child Neglect Toolkit (2015)
 - ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings (2018)
 - The Assessment Framework for Children in Need and their Families (2000)

These documents can be found in on the staff shared network.
- c. 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.
- d. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart '[What to do if you are worried about a child/young person](#)' on page 3.
- e. The DSL or deputy DSL 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. All referrals will be made using the local authority's referral process (KCSIE 9:2018) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.

- f. 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.
- g. 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.
- h. Whilst all staff should speak to the designated safeguarding lead (Deputy Head) with regard to any concerns about female genital mutilation (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 the police. See Annex A of KCSIE, 2018 for further details.
- i. 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 so that they can 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 teacher or safeguarding governor.
- j. If after a referral to CSC a child's situation does not appear to be improving, the DSL (or the person who made the referral) 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 ISCB procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).
- k. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.
- l. These procedures apply to all staff working/volunteering in the school and will be covered in training to enable 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.**
- m. All staff are aware that children with disabilities, special needs language delay and/or where English is not their first 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.

8. Early Help

- a. 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 and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

- b. All members of staff are made 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.
- c. If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment or request targeted family support, e.g. Families First or IFIT. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

9. Record Keeping

- a. Staff will record any welfare concern that they have about a child on the settings using CPOMS-Safe Guarding and Child Protection Software with a completed body map if injuries have been observed and 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.
- b. All safeguarding concerns, discussions and decisions (and justifications 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 DSL.
- c. Safeguarding Incident/Welfare concern are stored on CPOMS-Safe Guarding and Child Protection Software on the school server. If CPOMS is unavailable paper concern form can be found in the staff room, school office, shared area on staff network.
- d. 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. Safeguarding and child protection records are shared with staff on a 'need to know' basis only.
- e. 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, 2018. These will 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, June, 2018

10. Confidentiality and Information Sharing

- a. St Mark's recognises that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- b. All members of staff must be 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.
- c. 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**.
- d. 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 to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- e. DfE Guidance on Information Sharing (July, 2018) provides further detail. This is located in the school office and on the shared area on staff network.

11. Inter-agency Working

- a. St Mark's recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All

staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

- b. Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- c. St Mark's recognises 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.
- d. The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

12. Complaints

- a. The school has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. This can be found in the staff room/school office and on the school website.
- b. 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 policy. This can be found in found from the Headteacher.

13. Staff Induction, Awareness and Training

- a. All members of staff have been provided with a copy of part one of "Keeping Children Safe in Education" (2019) which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. School leaders and all members of staff who work directly with children should also read Annex A as part of Keeping Children Safe in Education 2018 and must sign to confirm that they have read and understood Part One and Annex A.
- b. The DSL will ensure 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 will include
 - the child protection policy
 - the behaviour policy
 - the staff code of conduct policy
 - the safeguarding response to children who go missing from education (Found in Child Protection Policy); and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (A summary information sheet is available to be given to staff and volunteers to support this process.)
- c. All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving pupils 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 external to the school if required
- d. All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

- e. All staff members (including temporary staff) will receive regular safeguarding and child protection updates (staff meetings, briefings or through, INSET training) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- f. All staff members (including temporary staff) will also be made aware of the school's expectations regarding safe and professional practice via the Code of conduct policy, Staff Procedures document and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- g. The school recognises 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. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.
- h. The DSL will maintain an up to date register of who has 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.
- i. Although the school has a nominated lead for the governing body (Christine Kinnear) all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safe Working Practice

- a. All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- b. Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations.
- c. There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force) and recognises that where intervention is required, it should always be considered in a safeguarding context.
- d. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- e. 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.
- f. 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 (2015) which can be found in the school office and shared network.
- g. 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 Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's E-Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.

15. Staff Supervision and Support

- a. The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role
- b. Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- c. The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare. All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.
- d. The school will provide appropriate supervision/1:1 support for all members of staff to ensure that:
 - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - all staff have regular reviews of their own practice to ensure they improve over time.
 - case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.
- e. The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 4.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

16. Safer Recruitment

- a. St Mark's is committed to recruiting staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- b. The school has a written *Safer Recruitment Policy* and procedures in place to prevent people who pose a risk of harm from working with children, in line with statutory guidance, by ensuring:
 - at least one person on any interview panel has completed safer recruitment training and interviews include a question related to safeguarding practice
 - all applicants complete an application form, gaps in education and employment are explored and appropriate pre-appointment checks are carried out, e.g. references and DBS checks
 - proportionate decisions on whether to ask for any checks beyond what is required are made by the chair of the interview panel
 - all volunteers are appropriately recruited and supervised
- c. St Mark's is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and meets statutory requirements.
- d. The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.
- e. We advise 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.

17. Allegations Against Members of Staff and Volunteers

- a. St Mark's recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. **Such allegations should be referred immediately to the Head Teacher** in line with KCSIE (para 38:2018) who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors or directly to the LADO.
- b. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- c. All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- d. St Mark's 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.
- e. For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations against Staff" and Whistle Blowing Policy which can be found in the staff room, school office and staff network. When in doubt – consult.

18. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher 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.
- If this assurance is not achieved, then an application to use premises will be refused.

19. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within our policy St Mark's 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.
- The school 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 the school site.

20. Monitoring and Review

- a. 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.
- b. This policy has been written in **September 2019** to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- c. The policy forms part of our school development plan and will be reviewed annually.
- d. All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- e. 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.

22. Local Support

Islington Children's Services Contact Team

Telephone: 020 7527 7400 (office hours) or 0207 7226 0992 (out of office hours)

csctreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101

Email: lad0@islington.gov.uk

Islington Police

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

Islington Safeguarding Children Board (ISCB)

iscb@islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959

<http://www.islington.gov.uk/fis>

Islington Family Directory

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

Appendix 1: Categories of Abuse

1. 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.
2. **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 on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2018 and staff who have direct contact with pupils should also read annex A.
3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE, para50:2018).

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
 - Displays of affection which are sexual and age inappropriate
 - Self-harm, self-mutilation or attempts at suicide
 - Alluding to secrets which they cannot reveal
 - Tendency to cling or need constant reassurance
 - Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
 - Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
 - Unexplained gifts or money
 - Depression and withdrawal
 - Fear of undressing for PE
 - Sexually transmitted disease
 - Fire setting
4. **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

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

5. **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

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

6. **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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

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

Appendix 2: Specific Safeguarding Issues

(Also See Annex A of Keeping Children Safe in Education 2019)

a. Peer on Peer Abuse (Allegations of abuse made against other children)

- All members of staff at St Mark's recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, 'upskirting' and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- St Mark's believes that abuse is abuse and it will never be tolerated, dismissed or minimised. 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, as outlined in Section 6, above and in accordance with ISCB procedures.
- St Mark's will take steps to minimise the risk of all forms of peer on peer 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 supports of support both within the school and externally (such as Islington Police, ChildLine etc.). Further information can be found in the relevant policies e.g. PSHE & Citizenship, RSE and Computing policies.
- 'Sexting' or 'Youth Produced Sexual Images' will not be tolerated and the school will respond to such cases in line with the UKCCIS "Sexting in Schools and Colleges" guidance.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Further information about the school's response to specific allegations of abuse against pupils can be located in the behaviour, anti-bullying, online safety policy. Further information in relation to the school's approach to "sexting" can be found in the school E Safety Policy.
- Pupils who have been experienced peer on peer abuse will be supported by:
 - Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- St Mark's is aware of and will follow the ISCB procedures (www.iscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children's specialist services) as appropriate

b. **Child Sexual Exploitation (CSE)**

- All St Mark's staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into

sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

- St Mark's identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
- All staff and volunteers at St Mark's recognises 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 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.

c. 'Honour based' violence

- Staff and volunteers at St Mark's are aware that so called 'Honour-based' violence (HBV) 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 HBV 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 HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.
- 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":
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf "FGM an Overview:"
<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>
- 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.

d. Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. [Summary of the FGM mandatory reporting duty](#)

e. Forced Marriage

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: fmfu@fco.gov.uk

Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

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 pupil 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 alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt if the pupil 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 pupil 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 perpetrator; the pupil may have affection for him/her
- Do not ask the pupil 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 Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

6. Relax

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

Appendix 4: Sexual violence and sexual harassment between children in schools and colleges

Peer on Peer Abuse

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 and college 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 are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2019)³
- 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 peer on peer abuse by: -

i. 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.

ii. 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 Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).

³ KCSiE (DfE 2019)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2019)

- 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.

iii. 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 perpetrator, their support needs and any discipline action.
 - All other children at the school.
 - The victim and the alleged perpetrator 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 pupils.

iv. 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.

Options: 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)

v. 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 perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school 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 perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.
- Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college 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 perpetrator and other witnesses (children& adults) will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The school recognises that taking disciplinary action 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 peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.
- These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.
- 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 Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

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 Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

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

Appendix 6 – Missing Pupil Alert

Missing Pupil Alert

Current school	
Child Name	
DOB	
UPN	
Date of last attendance	
Parent/Carer Name/s	
Address	
Telephone numbers	Mobile Home Work
Other known contacts (name, relationship, telephone number, email)	
PLEASE COMPLETE THE RISK ASSESSMENT OVERLEAF	
DECLARATION	
I confirm the pupil remains on the school roll in line with Islington's procedure for Missing Pupils	Head teacher's signature

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

Missing Child Risk Assessment Record

Name of child missing	
Date child went missing	
Date of child's last attendance	
Has the child been seen since this date? (E.g. outside the school in the local area)	
Address from which the child is missing	Same as overleaf
If different, please provide relevant address	
POTENTIAL RISKS	
Factor	Tick all that apply and provide additional details where applicable
1. 10 years old or under	
2. 11 to 14 years of age	
3. 15 up to 18 years of age	
4. Has a Child Protection Plan	
5. Needs essential medication or treatment (e.g. asthma inhaler, insulin etc.)	
6. May not have the physical ability to interact safely with others or in an unknown environment (e.g. visually impaired history of abuse or inappropriate adult/stranger relationships, SEN etc.)	
7. Lacks reasonable awareness of the risks associated with running away (e.g. learning difficulty)	
8. Known to associate with adults or children who present a risk of harm e.g. Sexual Offenders, Offenders against children	
9. Mental illness or psychological disorder that may increase risk of harm to themselves or others	

10. Drugs and/or alcohol dependency	
11. Suspicion of abduction	
12. Suspected suicide or self-harm	
13. Involved in violent and/or racial incident or confrontation immediately prior to disappearance	
14. Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.	
15. Inclement weather conditions where exposure would seriously increase risk to health	
16. Family/relationship problems or recent history of family conflict/abuse	
17. Family employment problems	
18. Family financial problems	
19. School or college problems	
20. Ongoing victim of bullying, harassment, or exploitation e.g. racial, sexual etc.	
21. Previously disappeared and suffered or was exposed to harm whilst missing	
22. Victim or potential victim, of forced marriage, FGM or trafficking, incl. for sexual exploitation	

SUMMARY

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

Appendix 7- LA Off-Rolling Notification Form

GOLDEN RULES

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

PUPIL DETAILS

Current school	
Child's name	
Child's DoB	
UPN	
Parent/Carer name/s	
Address	
Telephone numbers	Mobile Home Work
Forwarding address, contact number, (even if international), email	

NEW SCHOOL DETAILS

Name of new school			
New school contact details			
Start date at new school			
Have you confirmed the pupil is attending?	YES/NO	Has the pupil's CTF (Common Transfer File) been uploaded to s2s?	YES/NO
Has the new school requested the pupil file?	YES/NO	Has the new school been added to SIMS (School History – Tab 11)	YES/NO
Are there any safeguarding concerns?	YES/NO	If yes, what actions have you taken?	

REASON FOR LEAVING

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

DECLARATION

I confirm that this pupil has been removed from the school's roll in line with statutory regulations (The Education (Pupil Registration) (England) Regulations 2006.	Head teacher's signature
--	--------------------------

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

Off Rolling Guidance

A pupil can lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006. The reasons below provide a summary.

NB

Islington's local protocol requires schools to notify the local authority of any pupil who has been absent for ten consecutive school days or more without permission using the **Missing Pupil Alert**. In such cases, the pupil must be kept on roll until the local authority authorises their deletion from the school's register.

• Code	• Reason
1.	• Has been taken out of school by their parent/s and are being educated outside the school system. The parent must put this in writing and state how their child will be educated (e.g. to be electively home educated – <i>NB. Pupils with a Statement of SEN or EHCP must not be removed from roll until the LA has assessed the provision as different rules apply</i>).
2.	• Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
3.	• Has a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school.
4.	• Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
5.	• Has been permanently excluded (once the exclusion and appeal process have been completed).
6.	• Is registered at another school and written confirmation has been received from the proprietor of the other school.
7.	• Is required to attend another school named on a School Attendance Order or other Court Order.
8.	• Has died.
9.	• Ceases to be of compulsory school age.

• Preservation of the Admission Register and Attendance Register

Every entry in the admission register and attendance register must be preserved for a period of three years after the date on which the entry was made.

Appendix 8 – Multi Agency Conference Report

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

London Borough of Islington Multi-Agency Child Protection Conference Report

Agency's Name		Professional's Role / Job Title	
Professional's Name		Professional's e-mail address	
Professional's Address		Professional's Contact Number	
Date of Conference			

Child(ren)'s Details						
Forename	Surname	DOB	Address	Ethnicity	Disability or Special Need	School or Nursery

Details of Parents, Carers or Significant Family or Household Members							
Forename	Surname	DOB	Address	Ethnicity	Disability or Special Need	Relationship To Child	PR?

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

<p>Overview of your agency's involvement with child/family</p> <p>Include factors relevant to your service such as:</p> <ul style="list-style-type: none"> • <i>type of service</i> <i>whether service is well used</i> • <i>Services or care provided</i> • <i>Difficulties</i> • <i>Progress to date</i> • <i>How long have you been involved</i> • <i>Any actions not completed</i> 	
<ul style="list-style-type: none"> • What are we worried about? • • <i>Include what factors you consider to pose risk of significant harm or increase the risk of harm to the child/children?</i> 	

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

<p>What's working well?</p> <p><i>Safety Factors which you believe reduce the risks of harm to the child/children or help to ensure safety. Features of family life and parenting that have a positive effect on the children's lives.</i></p>	
<p>What needs to change or to happen?</p> <p><i>What do you believe will make this child or children safe?</i> <i>Professional input</i> <i>Family input</i></p>	
<p>What don't we know?</p> <p><i>This should incorporate any areas that are unclear or which the family do not accept</i></p>	

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

What do you believe to be the likely outcome for the child(ren) if their current situation continues?	
What areas of risk or concern can your agency help the parents/carers to resolve? <i>Briefly describe what contribution your service can make to the child(ren)'s plan.</i>	

Author's Name		Designation	
Signature		Date	
Manager's Name		Designation	
Signature if appropriate		Date	
Has this report been shared with parents/carers?		Has this report been shared with the child(ren)/young person?	
If yes, date: If not, state reason why		If yes, date: If not, state reason why	

What are the views of the parents/carers and/or the child(ren)/young person on this report?	
---	--

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

For review meetings, what difference do the child and parents think the plan has made to their lives and the difficulties they were facing?

Reviewed and ratified by Governing body	Autumn Term 2019		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Autumn Term 2020		