# Safeguarding Policy

'Thy Word is a Lamp to my Feet
and a Light to my Path'
Psalm 119 v 105

# "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*

ISCP
Working together to safeguard all Islington's children

ST. MARK'S CHURCH OF ENGLAND PRIMARY SCHOOL

# St Mark's CofE Primary School

# Safeguarding & Child Protection Policy

# 1st September, 2026

**Based on Keeping Children Safe in Education, 2026**

Mr McEleney
Deputy Lead

Mrs Bearfoot
Deputy Lead

Mrs Vitrano
Lead

Ms Braithwaite
Deputy Lead

## Key Safeguarding Contacts

Designated Safeguarding Lead (DSL): **Elizabeth Vitrano**

Deputy Designated Safeguarding Lead: **Martha Braithwaite, Sean McEleney, Sarah Bearfoot**

Designated Governor/Trustee for Safeguarding:

Designated Teacher for Looked After Children/Previously Looked after Children: **Sarah Bearfoot**

Senior Mental Health Lead: **Sarah Bearfoot, Elizabeth Vitrano**

Allegations against staff and Low-Level Concerns Manager: **Martha Braithwaite, Sean McEleney**

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

# Contents


Key Safeguarding Contacts ..... **Error! Bookmark not defined.**
Monitoring and Review ..... 6
Definitions ..... 7
Context ..... 7
Reporting, Responding to Concerns and Sharing Information ..... 8
Responding to Child Sexual Abuse ..... 8
Escalation Process ..... 10
Safer Recruitment ..... 10
Staff Awareness, Induction and Training ..... 10
What staff must read ..... 10
Staff Training and Updates ..... 11
Central Training Record ..... 11
Governor and Trustee Training ..... 11
Safe Working Practice ..... 11
Allegations Against Members of Staff and Volunteers ..... 12
Referrals to the Local Authority Designated Officer (LADO) ..... 12
Low-level concerns ..... 12
Managing and Recording Low-Level Concerns ..... 13
Community-based Early Help/Family Help ..... 13
Inter-agency Working ..... 14
Professional Curiosity and Action to Protect a Child ..... 14
Recognition and Types of Abuse, Neglect and Exploitation ..... 15
Online Safety ..... 15
Smartphone use during the school day ..... 16
Online Safety Review ..... 16
Cybercrime and Cyber Security ..... 16
Images, Videos and Early Years Screen Use ..... 16
Harmful Practices ..... 16
Honour-based and faith-based abuse ..... 16
Female Genital Mutilation (FGM) ..... 17
FGM Mandatory Reporting Duty ..... 17
Forced Marriage and Under-age Marriage ..... 17
Abuse linked to a belief in Spirit Possession Or Witchcraft ..... 17
Vulnerability ..... 18
Things to Look Out For ..... 18
Child Abduction and Community Safety incidents ..... 18
Modern Slavery and the National Referral Mechanism (NRM) ..... 19
Learning at home ..... 19
Learning at an Alternative Provision ..... 19
Residential Settings and School Trips ..... 19
Mental Health ..... 20
Children in Specific Circumstances ..... 20
Children who need a Social Worker ..... 20
Safeguarding Children with Special Educational Needs and Disabilities (SEND) ..... 21
Safeguarding Children with Medical Conditions ..... 21
Asthma Friendly School ..... 21
Children Absent and Missing from Education ..... 22
Children Not in School and Elective Home Education ..... 22
Young Carers ..... 22
Child-on-Child Abuse (including Harassment and Violence) ..... 23
Drug and Alcohol Misuse ..... 24
Serious Violence ..... 24
Contextual Safeguarding/Extra Familial Harm ..... 24
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) ..... 25
Domestic Abuse ..... 26
Operation Encompass ..... 26
The Daily Safeguarding Meeting ..... 26
Preventing Radicalisation and Extremism ..... 26
Our Prevent arrangements ..... 27
Recognising concerns ..... 27
The Curriculum and Staying Safe ..... 27
Complaints and Safeguarding Concerns ..... 28
Staff Supervision and Support ..... 28

The Use of School Premises by Other Organisations ..... 29
Site Security ..... 29
Key Roles and Responsibilities ..... 29
The Governing Body ..... 29
The Headteacher ..... 30
Designated Safeguarding Lead and Deputies (DSL) ..... 30
Additional responsibilities for the DSL ..... 31
Staff and Volunteers ..... 31
Children ..... 31
Parents and Carers ..... 31
Monitoring and Review ..... 32
Appendix 1: Categories of Abuse ..... 32
What is Abuse? ..... 32
Signs that may indicate Sexual Abuse ..... 32
Signs that may indicate physical abuse ..... 33
Signs that may indicate emotional abuse ..... 33
Signs that may indicate neglect ..... 33
Appendix 2: Keeping children and yourself safe when responding to disclosures ..... 34
Appendix 3: Child-on-Child Sexual Abuse, Violence and Harassment ..... 34
Policy Statement and Context ..... 35
Prevention and Whole-School Culture ..... 35
Recognising Concerns ..... 35
Reporting and Local Referral Route ..... 35
DSL Decision-Making, Risk Assessment and Safety Planning ..... 35
Support, Police Investigations and Record Keeping ..... 36
Appendix 4 ..... 36
Staff support and professional advice ..... 36
Support for children and young people ..... 36
Support for parents, carers and adults ..... 37
Support for children and adults with learning disabilities or additional needs ..... 37
Safeguarding Guidance and Statutory Links ..... 37
Preventing neglect, abuse and exploitation ..... 37
Legislation ..... 37
Keeping children safe in education and other settings ..... 37
Safeguarding children with Special Education Needs and Disabilities ..... 38
Runaway and homeless children ..... 38
Cross-border child protection ..... 38
Domestic abuse and specialist support ..... 38
Honour-based abuse, forced marriage and FGM ..... 39
Sexual abuse, child sexual exploitation and harmful sexual behaviour ..... 39
Online safety ..... 39
The Prevent Duty, Radicalisation, Extremism and Hate Crime ..... 39
Local safeguarding contacts and Islington support ..... 39
Additional domestic abuse and community-based support ..... 41

# Introduction and Ethos

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play in identifying concerns, sharing information, taking action and supporting children at the earliest opportunity.

School and college staff are particularly well placed to notice changes in children's behaviour, presentation, attendance, relationships or wellbeing. All staff, including those who do not work directly with children, must understand their safeguarding responsibilities and know how to report concerns.

St Mark's is committed to creating and maintaining a strong safeguarding culture where all children feel safe, valued, respected and listened to. We want children to know that they can speak to trusted adults, that their concerns will be taken seriously, and that staff will act in their best interests.

a. We are committed to providing an environment where children can learn, develop and achieve, and where safeguarding is embedded in everyday practice. We are alert to signs of abuse, neglect, exploitation and wider safeguarding concerns, including risks that may arise outside the home, in the community or online. We will follow our procedures so that children receive timely help, protection and support.

b. We recognise that some children may be more vulnerable to harm because of their experiences, circumstances, identity, additional needs, family context or wider environmental factors. Children who have experienced abuse, neglect, trauma or adversity may find it harder to trust adults, feel safe, regulate their emotions or communicate what is happening to them. Their behaviour may be distressed, withdrawn, challenging or concerning. We will respond with professional curiosity, sensitivity and consistency, while keeping the child's safety and welfare at the centre of decision-making.

c. Our core safeguarding principles are that:

- safeguarding is a whole-school responsibility;
- schools and colleges are an important part of the wider safeguarding system for children;
- all children have the right to be safe, protected and supported;
- all children should be heard, and their wishes and feelings should be taken into account;
- all children should be treated with dignity and respect, without discrimination;
- staff must be alert to vulnerability, risk and emerging concerns, and act without delay;
- staff must follow this policy, the staff code of conduct and all related safeguarding procedures;
- safeguarding practice should be child-centred, inclusive, trauma-informed and proportionate;
- concerns should be recorded clearly, shared appropriately and kept under review; and
- safeguarding decisions should be informed by professional judgement, statutory guidance and local safeguarding procedures.

The procedures in this policy apply to all staff, governors, volunteers, temporary staff, contractors and anyone working on behalf of St Mark's. They are consistent with the London Safeguarding Children Procedures and local safeguarding arrangements.

# Monitoring and Review

- Safeguarding policies will be reviewed at least annually by the governing body, trust board or proprietor. They should also be reviewed following changes in statutory guidance, local safeguarding arrangements, learning from child safeguarding practice reviews, significant safeguarding incidents, allegations against staff, or any other learning that indicates practice should be strengthened.
- The DSL and headteacher will ensure that safeguarding activity, themes and systems are reported regularly to the governing body, trust board or proprietor. Reports should support effective oversight and assurance, while protecting children's confidentiality and avoiding unnecessary identification of individual children or families.

# Definitions

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

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

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

For the purposes of this policy:

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

- **Abuse** may include physical abuse, emotional abuse, sexual abuse, neglect or exploitation, and these may overlap. Harm may be caused by adults or other children, by direct action or by a failure to act.

# Context

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

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

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

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

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

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

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

# Reporting, Responding to Concerns and Sharing Information

Any member of staff, volunteer or visitor who receives a disclosure, becomes aware of an allegation, or has a concern that a child may be experiencing abuse, neglect, exploitation or other harm must report this immediately to the DSL or, in their absence, a deputy DSL. Concerns must be treated seriously, including those that appear low level, uncertain, emerging or linked to changes in a child's behaviour, attendance, presentation or communication.

If a child is at immediate risk of harm, staff must take urgent action by contacting children's social care, the police or emergency services as appropriate, and must inform the DSL as soon as possible. Staff must not wait to complete written records before taking urgent safeguarding action. Staff should not delay sharing safeguarding concerns because of data-protection anxieties.

When seeking information from a child, staff should avoid leading questions and use open prompts. The TED approach can help: ask the child to **Tell**, **Explain** or **Describe** what happened, for example, "Tell me what happened", "Explain what you mean", or "Describe what you saw or heard". Staff must listen, reassure, avoid investigating, and report the concern to the DSL without delay.

## Responding to Child Sexual Abuse

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

# DSL response and referrals

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

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

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

020 7527 3366 - Disabled Children's Team

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

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

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

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

# Recording, Confidentiality and Information Sharing

All safeguarding concerns, welfare concerns, disclosures, incidents and allegations must be recorded clearly, accurately and promptly in line with the school's safeguarding recording procedures. Staff must use CPOMS and complete a body map where injuries or marks have been observed. Records should be completed as soon as possible after the event and passed without delay to the DSL or Deputy DSL.

Records should be factual, clear and concise, distinguishing between fact, observation, allegation and professional opinion. Where appropriate, the child's own words should be recorded. All records must be signed, dated and timed by the member of staff making the record and should include what was seen, heard or reported, action taken, decisions made, the rationale for those decisions and any follow-up required. If any member of staff is unsure whether a concern should be recorded, they should seek advice from the DSL. If in doubt, record and report.

All staff have a CPOMS account and Safeguarding concern forms and guidance are available on the T-Drive. The DSL will maintain clear, accurate, up-to-date and confidential safeguarding records for individual children. These records will be stored securely, maintained separately from the child's main educational record and retained in accordance with data protection legislation and the school's records retention procedures. Safeguarding records will include, where appropriate, a chronology of significant events, actions taken, conversations held, referrals made, information shared and outcomes.

Safeguarding and child protection information is highly sensitive and must be handled appropriately. Information will be shared on a need-to-know basis and only where it is necessary to safeguard and promote the welfare of a child. The Headteacher, DSL and Deputy DSLs are responsible for ensuring that safeguarding information is managed appropriately and shared with relevant individuals and agencies in accordance with statutory guidance and legislation.

All staff understand that they have a duty of confidentiality in relation to children, families and colleagues. However, they also understand that they have a professional responsibility to share information where this is necessary to protect a child from harm. Staff must never promise confidentiality to a child and must explain, where appropriate, that information may need to be shared with those who can help keep them safe. Staff must not assume that someone else has taken action and must not allow concerns about sharing information to prevent appropriate safeguarding action being taken.

The school will work openly with parents and carers wherever it is safe and appropriate to do so. Information may be shared without consent where there is a lawful basis and where sharing is necessary to safeguard a child or individual at risk. If speaking to parents or carers may increase risk to the child, impede a police investigation or place another person at risk, advice should be sought from children's social care and/or the police before information is shared.

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

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

The school recognises the importance of effective information sharing when children move between education settings. Where a child transfers to another school, college or education provider, the DSL will ensure that the safeguarding file is transferred securely and without delay to the receiving DSL, in accordance with KCSIE 2026 and data protection legislation. Receipt of the file will be obtained and recorded. The DSL will consider whether additional information should be shared with the receiving setting in advance of transfer so that suitable support and safeguarding arrangements can be put in place, including information relating to the Channel Programme, Child Protection Plans, Child in Need Plans or other safeguarding processes where relevant.

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

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

## Escalation Process

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

# Safer Recruitment

- As part of our safeguarding culture, we operate robust safer recruitment procedures to deter, identify and prevent people who may be unsuitable to work with children from applying for, securing or continuing in employment or volunteering roles at the school.
- Recruitment and selection will be carried out in line with Part three of *Keeping Children Safe in Education 2026* and relevant Safer Recruitment Consortium guidance. At least one person involved in each interview panel will have completed appropriate safer recruitment training, in line with local safeguarding partnership arrangements. Training must be refreshed every three years.
- Safer recruitment practice will include clear safeguarding statements in advertisements and recruitment materials, appropriate application forms, scrutiny of employment history, shortlisting, references, interviews, identity checks, qualification checks, right to work checks, DBS and barred list checks where required, prohibition checks, section 128 checks where applicable, and any other checks required for the role.
- As part of shortlisting, the school will consider carrying out online searches on shortlisted candidates as part of due diligence. Candidates will be informed that online searches may be carried out and any relevant information identified may be explored with them at interview.
- The school will maintain an accurate Single Central Record of recruitment and vetting checks in line with statutory requirements. This will include all staff, supply staff, teacher trainees on salaried routes, relevant volunteers, governors and others as required by KCSIE. The Single Central Record will be managed by Karen Kean on a day-to-day basis and checked by the Safeguarding team termly.
- Staff and volunteers are expected to disclose any information that may affect their suitability to work with children, including relevant convictions, cautions, court orders or other matters.
- From 1 September 2026, the school will apply the updated regulated activity requirements, including the removal of the supervision exemption for volunteers. Volunteers who teach, train, instruct, care for or supervise children frequently, or who undertake overnight activity, will be treated as being in regulated activity and will require an enhanced DBS check with children's barred list information.

# Staff Awareness, Induction and Training

## What staff must read

The governing body, trust board or proprietor will ensure that all staff are provided with, and confirm that they have read and understood, Part one of *Keeping Children Safe in Education 2026*. Governors or Trustees and senior leaders must read all of the guidance. The school may use a KCSIE 2026 safeguarding quiz or other knowledge check to confirm understanding following induction, annual INSET or refresher training.

## Staff Induction

All new staff, volunteers, temporary staff and regular visitors will receive a safeguarding and child protection induction, including online safety, that is proportionate to their role and responsibilities. Induction will ensure that everyone working in or on behalf of the school understands the safeguarding systems, reporting routes, communication lines and what to do if they have a concern about a child.

As a minimum, induction will cover or signpost staff to:

- The safeguarding and child protection policy
- Part one of *Keeping Children Safe in Education 2026*
- The behaviour policy
- The staff behaviour policy or code of conduct
- The online safety policy and acceptable use arrangements
- The setting's safeguarding response to children who are absent from education, particularly on repeat occasions or for prolonged periods
- The role, identity and contact arrangements for the DSL and any deputy DSLs

The DSL will ensure that induction also explains how to record and report concerns, respond to disclosures, make or support referrals where required, escalate concerns, and access early help, children's social care, police or other specialist support. The school will keep a record of safeguarding induction, including the date completed, documents shared and confirmation that the member of staff, volunteer, temporary staff member or regular visitor has understood their safeguarding responsibilities.

# Staff Training and Updates

All staff must complete safeguarding and child protection training to enable them to identify concerns, respond appropriately, record and share information, and refer concerns to the DSL in line with this policy and local safeguarding procedures.

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

Safeguarding and child protection updates will be provided regularly, and at least annually, so that staff maintain the knowledge and skills needed to safeguard children effectively. Updates may be provided through staff meetings, briefings, e-bulletins or blogs, supervision, training sessions or other agreed communication routes.

The headteacher will ensure that safeguarding policies and procedures adopted by the governing body, trust board or proprietor are understood and followed by all staff. At all times, the child's safety and welfare must be the primary consideration. Where there is a conflict of interest between a child and an adult, the child's interests must come first.

# Central Training Record

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

# Governor and Trustee Training

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

# Safe Working Practice

All staff, volunteers, governors, trustees, contractors and adults working in or on behalf of the school must follow the staff behaviour policy/code of conduct, safeguarding and child protection policy, online safety policy, acceptable use policy and low-level concerns policy. Practice must be consistent with *Keeping Children Safe in Education 2026* and the *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education.*

Staff must maintain clear professional boundaries, avoid behaviour that could be misinterpreted or place a child or adult at risk, and seek advice from the DSL, headteacher or senior leader if unsure.

Any concern about the conduct of an adult, including behaviour that may not meet the harm threshold, must be reported in line with the school's allegations and low-level concerns procedures. Concerns will be recorded and reviewed so that patterns can be identified and addressed.

Reasonable force or restrictive intervention must only be used where lawful, necessary, proportionate and in line with school policy. Incidents must be recorded, reviewed and followed up appropriately, with consideration of safeguarding, equality and SEND.

Staff must follow school expectations for social media, mobile phones, messaging, email, online platforms, photography, video and other electronic communication, including restrictions on personal devices, personal accounts and informal contact with children or families

# Allegations Against Members of Staff and Volunteers

We will respond to safeguarding concerns and allegations about staff, supply staff, trainee teachers, volunteers and contractors in line with Part four of *Keeping Children Safe in Education 2026*. Concerns will be taken seriously, acted on promptly and managed in a way that safeguards children, supports those involved and protects the integrity of any investigation.

## Referrals to the Local Authority Designated Officer (LADO)

The headteacher will contact the LADO immediately, and within one working day, where it is alleged that an adult working in or on behalf of the school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children, including transferable risk from behaviour outside school; or
- behaved in a manner that discriminates against a child on the basis of one or more protected characteristics.[1]

[1] as defined by the Equalities Act 2010

The school will not investigate allegations that may meet the harm threshold before consulting the LADO. The headteacher may make basic enquiries to establish the facts and will follow LADO advice on next steps, including whether to involve children's social care, the police, human resources or the person's employer.

Concerns or allegations must be reported immediately to the headteacher. Where the concern or allegation is about the headteacher, it must be reported to the chair of governors, chair of the management committee or proprietor. Where the headteacher is also the sole proprietor, the matter must be reported directly to the LADO.

## Low-level concerns

- A low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including conduct outside work, but does not meet the harm threshold for a LADO referral.
- Examples may include being over-friendly with children, having favourites, taking photographs of children on a personal phone, engaging one-to-one with a child in a secluded area or behind a closed door, or humiliating children.
- Low-level concerns must be shared promptly with the headteacher. Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted or may fall below expected professional standards.
- Where a low-level concern relates to a supply worker, trainee teacher, contractor or other person not directly employed by the school, the concern will be recorded and their employer will be notified so that any patterns of behaviour can be identified.
- The LADO will be consulted.

# Managing and Recording Low-Level Concerns

- Low-level concerns will be recorded in writing, including the concern, context and action taken. The name of the person sharing the concern will be recorded unless they wish to remain anonymous, in which case this will be respected as far as reasonably possible.
- Records will be held securely, kept confidential and managed in line with data protection requirements.
- Records will be reviewed so that patterns of concerning, problematic or inappropriate behaviour can be identified.
- The school will consider whether any wider cultural, policy, supervision or training issues have contributed to the concern and will take action to reduce the risk of recurrence. Records will be retained at least until the individual leaves employment, unless an investigation is ongoing.
- All staff and volunteers will be made aware of the school's whistleblowing procedure. Concerns about the conduct of an adult that could place a child at risk must be reported. Staff may also contact the NSPCC whistleblowing helpline on 0800 028 0285 or by email at help@nspcc.org.uk if they do not feel able to raise concerns internally.
- The school will make a referral to the DBS where a person has harmed, or poses a risk of harm to, a child; has been removed from regulated activity or would have been removed had they not left; and the legal referral criteria are met. Referrals will be made as soon as possible following resignation or removal and in line with advice from the LADO and/or human resources.

# Community-based Early Help/Family Help

- Our setting recognises that any child and family may benefit from community-based Early Help/Family Help when needs are emerging or escalating, but do not require a statutory social care response. Family Help brings together targeted early help and support for children in need, with the aim of providing timely, coordinated support through a whole-family approach. Assessments may be led by non-social-worker practitioners, including the DSL or a deputy, where this is appropriate. All staff understand that they have a role in identifying concerns early, speaking to the DSL, sharing information appropriately and supporting other professionals with assessments and plans. Staff will be particularly alert to the potential need for Early Help/Family Help for a child who:

  - is disabled or has certain health conditions and has specific additional needs
  - has special educational needs, with or without a statutory Education, Health and Care plan
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
  - is frequently missing/goes missing from care or from home
  - has experienced multiple suspensions, is at risk of permanent exclusion, or is attending Alternative Provision or a Pupil Referral Unit
  - is at risk of modern slavery, trafficking, sexual or criminal exploitation
  - is at risk of being radicalised, or is experiencing or at risk of harm outside the home, including exploitation, physical abuse, sexual abuse, emotional abuse, stalking or financial exploitation
  - has a family member in prison, or is affected by parental offending
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - is misusing alcohol and other drugs themselves
  - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
  - is a privately fostered child, or
  - is persistently absent from education, including persistent absences for part of the school day.

- All staff are aware of the local Early Help/Family Help process and understand their role within it. This includes recognising emerging needs, recording and reporting concerns, liaising with the DSL, contributing to assessments and plans, and sharing information with other professionals where this is necessary and proportionate to support the child and family. In some cases, a member of school staff may act as the lead practitioner, with support from the DSL. Our setting will work in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and local Islington Safeguarding Children Partnership procedures.

- Where Early Help/Family Help is appropriate, the DSL will support staff working with the child and family to request support from Bright Start/Bright Futures by contacting CSCTReferrals@Islington.gov.uk. The DSL will keep Early Help/Family Help cases under regular review.
- Early help assessments require the consent of families. If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary. Similarly if the child's situation does not improve, or if concerns increase, the DSL will consider whether a referral to statutory children's social care is required, for a Section 47 child protection assessment.

# Inter-agency Working

- We have an important role to play in multi-agency safeguarding arrangements and contribute to multi-agency working in line with Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026. Education is named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Partnership and therefore have a statutory duty to cooperate with the published local safeguarding arrangements.
- We are not the investigating agency when there are child protection concerns, and we will therefore pass all relevant information 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 investigations take place.
- We will share information with safeguarding partners and other relevant agencies in a timely, appropriate and proportionate way where this is necessary to safeguard and promote the welfare of children, in line with statutory guidance and local procedures.
- We recognise the importance of inter-agency working and will ensure that staff are enabled to attend and contribute to relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and community-based Family Help meetings, in line with local thresholds and referral pathways.
- The Leadership Team including the DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.
  The Leadership Team, including the DSLs, will promote an inclusive and anti-discriminatory safeguarding culture and will challenge barriers, bias or discrimination that may affect children's safety, wellbeing or access to help and protection.

# Professional Curiosity and Action to Protect a Child

Where a concern is shared, the Designated Safeguarding Lead (DSL) will consider the information available, seek advice where needed and decide what action is required. This may include early help or family help, referral to children's social care, consultation with the Children's Services Contact Team, contact with the police, referral to the Local Authority Designated Officer where the concern relates to an adult working with children, or continued monitoring and support within school.

Where a referral is made to children's social care, the DSL will follow local procedures and record the referral, advice received, decisions made and any follow-up action required. If the referral is made to Islington Children's Services Contact Team, contact should be made using the referral route and telephone numbers provided in this policy or on the Islington website Are you worried about a child | ISCP . For children living outside Islington, the relevant local authority children's social care service should be contacted.

Staff should recognise that some children may communicate harm, distress or unmet need through behaviour rather than words. This may include children with disabilities, special educational needs, communication needs, language delay, or children for whom English is not their first language. Staff should remain professionally curious, including where children have limited mobility and present with unexplained injuries, marks or other indicators.

These procedures apply to all staff, volunteers and visitors. They will be covered through induction, safeguarding training and ongoing updates so that everyone understands their role and responsibility. New staff, volunteers and regular visitors will be told about the safeguarding arrangements in place, the names and contact details of the DSL and deputy DSLs, and how to share concerns.

# Recognition and Types of Abuse, Neglect and Exploitation

- All staff should be able to recognise indicators of abuse, neglect and exploitation and maintain an attitude that "it could happen here". Harm may take place inside or outside the setting, inside or outside the home, and online. It may include children seeing, hearing or experiencing the effects of domestic abuse, and abuse may occur wholly online or be facilitated through technology. The main categories are:
    - Physical abuse
    - Sexual abuse
    - Emotional abuse
    - Neglect
    - Child sexual exploitation and child criminal exploitation, which are forms of child abuse
- Staff should refer to Part one of Keeping children safe in education for the definitions, indicators and required actions, and follow local Islington Safeguarding Children Partnership procedures. Staff may also refer to What to do if you are worried a child is being abused.
- Staff should understand that safeguarding concerns may be linked to factors outside the setting and outside the child's family, including peer groups, the community, public spaces and online. This is sometimes referred to as extra-familial harm and may include sexual or criminal exploitation, serious youth violence, radicalisation, domestic abuse, online abuse and harmful sexual behaviour.
- Indicators may not always be obvious. Staff should be alert to changes in a child's behaviour, attendance, wellbeing, relationships, learning, online activity or appearance, as well as concerning parental or carer behaviour.

# Online Safety

Our setting recognises that technology is central to children's lives and can present safeguarding and wellbeing risks both online and offline, inside and outside the setting. Online safety is therefore part of our whole-setting safeguarding approach and reflects *Keeping Children Safe in Education 2026*, relevant filtering and monitoring standards, EYFS requirements where applicable, and local safeguarding procedures.

- content: exposure to illegal, inappropriate or harmful material, including pornography, violent or extremist content, misogyny, racism, self-harm, suicide, misinformation, disinformation and other harmful material;
- contact: harmful online interaction, including grooming, exploitation, harmful advertising, peer pressure or adults posing as children;
- conduct: online behaviour that increases risk, including bullying, harassment, abuse, sharing nude or semi-nude images, and harmful or abusive use of emerging technologies; and
- commerce: risks such as online gambling, inappropriate advertising, phishing, financial scams, in-app purchases and other commercial or financial exploitation.

## All staff should:

- recognise that children can experience abuse, exploitation, harassment and harm online as well as face to face;
- respond to indicators of online harm, including changes in behaviour, attendance, wellbeing, relationships or learning;
- record and report concerns promptly to the DSL, including concerns that are emerging, low level or not directly disclosed by a child; and
- challenge inappropriate online behaviour so it is not normalised.

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

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

## Smartphone use during the school day

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

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

## Online Safety Review

In line with *Keeping Children Safe in Education 2026*, St Mark's will complete an annual online safety review. The review will consider policy, curriculum, staff training, pupil voice, parental engagement, incident records, acceptable use, filtering and monitoring, and emerging risks. Findings will be reported to the governing body and used to update the safeguarding action plan.

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

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

## Cybercrime and Cyber Security

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

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

## Images, Videos and Early Years Screen Use

For children in the early years, screen use will be limited, purposeful and developmentally appropriate, in line with Help for early years providers: screen use. Screens should not replace adult interaction, play, movement, communication, outdoor learning, real-world exploration or rest.

We will follow UK Safer Internet Centre guidance on managing images and videos on school websites and social media. Best practice includes regularly reviewing online content, avoiding unnecessary personal identifiable information, removing image metadata, and limiting public visibility of children's images.

# Harmful Practices

## Honour-based and faith-based abuse

- Staff and volunteers are aware that honour-based abuse and faith-based abuse are forms of abuse and will be responded to through this policy and local safeguarding procedures. Honour-based abuse can include forced marriage, female genital mutilation, breast ironing and other harmful practices committed to protect or defend

perceived family or community honour. Faith-based abuse can include abuse linked to beliefs in spirit possession, witchcraft or other harmful belief systems. We will follow Keeping children safe in education, the Working Together to Safeguard Children 2026 summary of changes, and relevant local safeguarding procedures.

- Indicators of honour-based and faith-based abuse will be included in safeguarding training. All staff should be alert to children who may be at risk of, or have experienced, these forms of abuse. Concerns must be recorded and reported to the DSL without delay. Where a child is at immediate risk of harm, staff should call 999.

# Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.
- We will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers.
- The DSL will complete the FGM e-Learning package (FGM E-Learning Course – National FGM Centre)
- The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes FGM The Facts
- All members of staff will follow this policy and ISCP procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

# FGM Mandatory Reporting Duty

Where there are concerns that a girl may be at risk of FGM, the DSL should complete the ISCP FGM Risk Assessment Tool, available from Heather.vaccianna@islington.gov.uk, to identify relevant indicators and inform next steps. If a girl is at immediate risk of harm, staff must call 999. The DSL will also inform Children's Social Care or the Disabled Children's Team, as appropriate.

If a teacher, in the course of their professional duties, discovers that FGM appears to have been carried out on a girl under 18, they must report this directly to the police on 101. Staff should also inform the DSL so that appropriate safeguarding action can be taken. Further information is available in Annex A of KCSIE 2026.

# Forced Marriage and Under-age Marriage

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

# Abuse linked to a belief in Spirit Possession Or Witchcraft

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

The term 'spirit possession' means that a force, spirit, god or demon has entered a child and is controlling him or her resulting in a change in health or behaviour. Sometimes the term 'witch' or 'witchcraft' is used. This is the belief that a child can use an evil force or supernatural powers to harm others. Terminology examples are black magic, kindoki, ndoki,

the evil eye, djinns, voodoo, obeah and child sorcerers. Families, carers and the children involved can hold genuine beliefs that evil forces are at work and be deeply worried by the evil that they believe is threatening them. There may also be an element of the adult gaining some gratification through the ritualistic abuse of the child, which may even result in the death of the child.

## Vulnerability

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

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

## Things to Look Out For

Indicators of abuse linked to belief in spirit possession, which may also be common features in other kinds of abuse, include a child reporting that they are, or have been, accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

### Signs of physical abuse

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

### What to do if you are concerned

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

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

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

# Child Abduction and Community Safety incidents

Child abduction is the unauthorised removal or retention of a child from a parent or another person with legal responsibility. It may be committed by parents or other family members, people known to the child but not related to them, or strangers.

Community safety incidents near the school or setting may also raise safeguarding concerns. These may include unknown adults loitering nearby, attempting to engage children in conversation, following children, or behaving in a way that causes concern. Staff should record and report any such concerns to the DSL so that appropriate action can be taken, including seeking advice from the police, children's social care or the local authority where necessary.

As children become older and more independent, including when travelling to and from school, we will help them develop practical safety skills. This may include age-appropriate teaching, assemblies or outdoor safety lessons delivered by staff or local police. The focus will be on building children's confidence, judgement and ability to seek help, rather than creating fear of all strangers.

Further information is available from Action Against Abduction and Clever Never Goes.

# Modern Slavery and the National Referral Mechanism (NRM)

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

# Learning at home

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

- not use private accounts
- log all contacts
- log issues and concerns
- consider the increased vulnerability of pupils with SEND
- avoid private chats with pupils

# Learning at an Alternative Provision

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

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

# Residential Settings and School Trips

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

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

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

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

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

# Mental Health

We have an important role in promoting and supporting the mental health and wellbeing of children. Staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. This may include concerns about self-harm, suicidal ideation or risk of suicide. Staff are not expected to diagnose mental health conditions, but they are well placed to observe children day to day, notice changes in behaviour or presentation, promote positive mental health, and share concerns with the DSL.

We will follow the government guidance on promoting and supporting mental health and wellbeing in schools and colleges and will use resources such as the Anna Freud Mentally Healthy Schools guidance and hub to support a whole-school approach, staff awareness and access to appropriate support.

Mental health needs may arise or be intensified where children have experienced abuse, neglect, exploitation, bereavement, trauma, adversity or other significant life events. Children may show distress in different ways, including significant changes in behaviour, ongoing sleep difficulties, withdrawal from social situations, loss of interest in usual activities, self-harm, neglecting themselves, or changes in attendance, relationships or learning. Not every child who shows these behaviours will have a mental health need or be at risk of suicide, but staff should take concerns seriously and seek advice.

Where staff have a mental health concern about a child, they should record and share this with the DSL in line with this policy. The DSL may consider early help, pastoral support, consultation with parents/carers where appropriate, referral to the local Mental Health Support Team, or referral to other specialist services.

If a mental health concern is also a safeguarding concern, staff must follow the child protection procedures and speak to the DSL without delay. If a child appears to be at immediate risk of serious harm, staff should call 999 or arrange urgent medical help. If urgent mental health help is needed but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

# Children in Specific Circumstances

## Children who need a Social Worker

Children may need a social worker because of safeguarding or welfare needs, including abuse, neglect, exploitation or complex family circumstances. Experiences of adversity and trauma can increase vulnerability to further harm and may affect attendance, learning, behaviour, relationships and mental health.

- When the school is informed that a child has, or has had, a social worker, the DSL will use this information to support decisions made in the child's best interests. This will include decisions about safeguarding, welfare, attendance, behaviour, pastoral support, academic support and liaison with statutory services.
- This information will help staff respond proportionately to concerns, including unauthorised absence, missing education, changes in behaviour or presentation, and known safeguarding risks. The school will work with social workers, the Virtual School Head, parents/carers where appropriate, and other professionals to promote the child's safety, welfare and educational outcomes.
- Further information is available in the government review Improving the educational outcomes of Children in Need of help and protection and the concluding report Help, Protection, Education: Concluding the Children in Need Review.

# Safeguarding Children with Special Educational Needs and Disabilities (SEND)

We recognise that children with SEND, disabilities and certain health conditions can face additional safeguarding challenges, both offline and online. These may include greater dependence on adults for care, communication barriers, increased isolation, prejudice-based bullying, or difficulty recognising risk, including online risk. In supporting children with SEND or medical needs, we will follow the SEND Code of Practice 0–25 years and statutory guidance on supporting pupils at school with medical conditions.

Staff are aware that additional barriers can make it harder to identify abuse, neglect or exploitation for children with SEND, disabilities or certain health conditions. These include:

- assumptions that behaviour, mood, injury or communication relate to a child's disability or health condition rather than possible abuse or neglect;
- greater risk of peer isolation or bullying, including prejudice-based bullying;
- disproportionate impact from bullying or harmful behaviour, including where there are few outward signs;
- speech, language or communication needs that make it harder to tell someone what is happening;
- intimate care needs or dependence on adults for personal care; and
- difficulty understanding online content, distinguishing fact from fiction, or recognising the consequences of repeating harmful online behaviours.

Staff will remain professionally curious and will not make assumptions about the causes of changes in a child's presentation, behaviour, attendance, communication or wellbeing. The DSL will work closely with the SENCO, pastoral staff, parents/carers and relevant professionals to ensure concerns are understood in context, communication support is in place, reasonable adjustments are considered, and safeguarding responses are proportionate and child-centred.

# Safeguarding Children with Medical Conditions

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

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

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

# Asthma Friendly School

The school will work towards being an asthma friendly school by improving asthma awareness, strengthening day-to-day asthma management and ensuring that pupils with asthma are supported to participate safely and fully in school life, including PE, trips and wider activities. This includes having clear arrangements for identifying pupils with asthma,

keeping an asthma register, supporting asthma care plans, ensuring inhalers and spacers are accessible, maintaining emergency arrangements and making sure staff know how to respond to asthma symptoms or an asthma attack.

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

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

# Children Absent and Missing from Education

- We recognise that all children are entitled to a full-time education suitable to their age, ability, aptitude and any special educational needs they may have. Being absent from education, particularly when absence is unexplained, persistent or repeated, and children missing education, can be warning signs of safeguarding concerns, including abuse, neglect, child sexual exploitation, child criminal exploitation, county lines, mental health concerns, family difficulties or wider contextual risks.
- We will follow our attendance and children missing education procedures to identify and respond to concerns early. This includes monitoring patterns of absence, making timely contact with parents/carers, listening to children, working with the local authority and other partners, and sharing information with the DSL where absence may indicate a safeguarding concern. Where appropriate, this may include liaison with children's social care, the police or other agencies.
- We recognise that absence from education may increase safeguarding risks for children who already have, or have had, a social worker, or who are otherwise vulnerable. Our response will support early help, statutory safeguarding action where required, and action to prevent children becoming missing from education.
- We will follow the statutory guidance Working together to improve school attendance 2026, which sets out expectations for schools, local authorities and partners to work together to promote and support attendance. Where a child or family cannot be located, we will follow local children missing education procedures and have regard to the Home Office strategy Missing Children and Adults.

# Children Not in School and Elective Home Education

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

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

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

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

# Young Carers

Our staff are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. A young carer is defined as anyone under the age of 18 years of age who provides

or intends to provide care for another person of any age. Early identification is essential to ensure young carers are responded to in a child-centred and whole-family way and receive support at the right time.

### Signs and Indicators

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

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

Our staff are further able to support young carers by:

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

# Child-on-Child Abuse (including Harassment and Violence)

- All staff should be aware that child-on-child abuse is a safeguarding issue for all children involved, whether they cause harm or are harmed. We may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst here, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. We recognise that some children may abuse other children, and any incidents of child-on-child abuse (including harassment and violence) will be managed in the same way as any other child protection concern and will follow the local procedures. There is an ISCP Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment which must be followed. We will seek advice and support from other agencies as appropriate.

- Child-on-child abuse (including harassment and violence) can take many forms and may happen in person, online, or through a combination of both. It includes bullying, including cyberbullying and prejudice-based or discriminatory bullying; abuse within intimate personal relationships between children; physical abuse or threats of violence; sexual violence and sexual harassment; coercing another child to engage in sexual activity; the consensual or non-consensual sharing of nude or semi-nude images; upskirting; and initiation or hazing-type violence or rituals. The school recognises that such behaviour is harmful, will not be dismissed as "banter" or "part of growing up", and will be responded to in line with safeguarding procedures, with appropriate support for all children involved

- We recognise that LGBTQ+ children can be targeted by others as can children perceived to be LGBTQ+ who can be just as vulnerable. We will ensure that these children have a trusted adult to share concerns with, and we will work to consider how we can reduce additional barriers faced by these children and how safe spaces can be provided for them to talk or share concerns. We recognise that some children will question their gender and that this may intensify as they enter puberty and we will maintain flexibility and avoid rigid rules based on gender stereotype. We will use the

Statutory Guidance on Relationships, Sex and Health Education for support on addressing homophobic, biphobic and transphobic bullying and abuse.

# Drug and Alcohol Misuse

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

# Serious Violence

Staff are aware that serious violence is a safeguarding concern and may include physical assault, carrying, threatening with, or using weapons, and violence linked to peer conflict, bullying, criminal exploitation, gangs or wider community harm. Staff must report any concerns about a child carrying, using or threatening to use a weapon, or being at risk from serious violence, to the DSL or deputy DSL without delay.

The DSL will consider the risk to the child, other children and the wider school community, taking account of the child's circumstances, peer relationships, contextual risks and any known safeguarding concerns. Appropriate action may include a safety and support plan, action to reduce peer conflict, referral to children's social care, consultation with the police, or other multi-agency support. DSLs should refer to Annex A of *Keeping Children Safe in Education 2026* for guidance on managing referrals and when to contact the police.

Indicators that a child may be at risk from, or involved with, serious violent crime may include:

- increased absence from school or setting;
- disrupted education, including suspensions, permanent exclusion or time in alternative provision;
- a history of offending or contact with the criminal justice system;
- changes in friendships or relationships with older individuals or groups;
- significant decline in performance, attendance or engagement;
- signs of self-harm or significant changes in wellbeing;
- signs of assault or unexplained injuries; and
- unexplained gifts, money or possessions, which may indicate involvement with criminal networks, gangs or exploitation.

The likelihood of involvement in serious violence may be increased by factors such as disrupted education, experience of maltreatment, offending, early drug or alcohol use, or previous experience of violence.

We recognise that risk can increase before and after school, including during journeys and in specific local places. We will listen to children, consult staff and work with local partners to understand where children feel unsafe and support a coordinated safeguarding response. We will have regard to the Home Office Serious Violence Strategy , County Lines guidance, and the Serious Violence Duty, which does not replace our safeguarding duties.

Early, evidence-informed support is important when concerns emerge. This may include access to trusted adults, social and emotional skills support, family help, mentoring, therapeutic support or targeted intervention. Practical guidance on evidence-informed approaches to preventing violence is available from the Youth Endowment Fund.

# Contextual Safeguarding/Extra Familial Harm

The school recognises that safeguarding concerns can arise both within and outside the home. Contextual Safeguarding is an approach to understanding and responding to risks that children may experience in their peer groups, school, online

and in the wider community. It recognises that the environments in which children spend time can influence their safety and wellbeing.

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

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

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

# Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Children may be subjected to child criminal exploitation (CCE), child sexual exploitation (CSE), or both. Exploitation can be carried out by adults or children, acting alone or as part of an organised network or gang. Children who appear to be involved in offending or harmful behaviour may also be victims of exploitation and should be responded to through a safeguarding lens.

Exploitation involves an imbalance of power where a child is coerced, controlled, manipulated or deceived into taking part in criminal or sexual activity. It may involve exchange for money, gifts, affection, protection, status, accommodation or substances, or may benefit the perpetrator financially or socially. CCE and CSE may involve modern slavery; further information about referral routes is available in the Modern Slavery statutory guidance.

Exploitation may happen in person, online, or through a combination of both. It can include county lines, forced or coerced criminal activity, trafficking, sexual exploitation, online grooming, image-based abuse, threats, violence, debt bondage or control through fear, shame or dependency.

## Possible indicators

- unexplained gifts, money, possessions, clothing, phones or travel;
- going missing, returning home late, unexplained absences, or being found in areas away from home;
- poor attendance, disengagement from education, decline in attainment or behaviour changes;
- association with older individuals, groups, gangs, or others involved in exploitation;
- substance misuse, self-harm, emotional distress, fearfulness, secrecy or withdrawal;
- injuries, sexual health concerns, pregnancy, sexually transmitted infections, or sexualised behaviour that causes concern;
- owing money or being subject to debt, threats, coercion, violence or intimidation; and
- changes in online activity, contact with unknown adults, image sharing, or evidence of online grooming or control.

CSE can be one-off or ongoing and may range from opportunistic abuse to organised exploitation. Children can be exploited even where activity appears consensual, including 16- and 17-year-olds who can legally consent to sexual activity, or where the child does not recognise that they are being abused. Any concern about exploitation must be taken seriously.

Staff should record and report concerns to the DSL without delay. The DSL will consider the child's safety, wider contextual risks, online activity, peer and adult relationships, missing episodes, attendance, family circumstances and any links to county lines, modern slavery, trafficking, CSE or CCE. The DSL may seek advice or make referrals to children's social care, the police, the National Referral Mechanism or other multi-agency services, as appropriate. We will use the Children's Society guidance on the prevention of child sexual exploitation to support staff awareness and practice.

# Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening, violent or abusive behaviour between people aged 16 or over who are personally connected. It can include physical, sexual, emotional, psychological, economic or technology-facilitated abuse, and may be a single incident or a course of conduct. Further information is available in the government's statutory definition of domestic abuse factsheet and the Domestic Abuse Act 2021 statutory guidance.

Children are recognised as victims of domestic abuse in their own right where they see, hear or experience the effects of domestic abuse and are related to, or under parental responsibility of, the person being abused or the person causing harm.

Domestic abuse can have a significant impact on a child's safety, wellbeing, attendance, behaviour, learning, relationships and mental health. Staff should be alert to indicators that a child may be affected by domestic abuse, including changes in behaviour, attendance, presentation, emotional wellbeing, relationships or learning. Concerns should be recorded and reported to the DSL without delay. The DSL will consider the child's safety and support needs, including whether early help, children's social care, police involvement, specialist domestic abuse support or other multi-agency action is required.

## Operation Encompass

Operation Encompass provides advice and a helpline service for school staff who are concerned about children who have experienced or witnessed domestic abuse. The helpline is available on weekdays from 8 am to 1 pm on 0204 513 9990.
When the school receives an Operation Encompass notification, the DSL or deputy DSL will:

- review the information promptly,
- check whether the child is already known to safeguarding or pastoral staff,
- record the notification on the safeguarding system, and
- consider what support is needed that day.

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

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

## The Daily Safeguarding Meeting

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

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

# Preventing Radicalisation and Extremism

**Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others;
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve either of the above.

**Radicalisation** is the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.
**Terrorism** is an action that endangers or causes serious violence to people, causes serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of action must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause. Protecting children from radicalisation, extremism and terrorist influences is part of our wider safeguarding duty. We will support children to stay safe, build resilience, think critically and seek help if they are worried about themselves or someone else.

**Under section 26 of the Counter-Terrorism and Security Act 2015**, schools and colleges must have due regard to the need to prevent people from becoming terrorists or supporting terrorism. We will follow Prevent duty guidance: England and Wales, The Prevent duty: safeguarding learners vulnerable to radicalisation, and *Keeping Children Safe in Education 2026*.

Prevent concerns will be managed as safeguarding concerns. Staff must record and report concerns to the DSL without delay. The DSL will consider the child's needs, risk, online and offline influences, and whether advice or referral is required. In Islington, Prevent referrals should be made through prevent@islington.gov.uk and CSCTReferrals@islington.gov.uk.

Our Prevent arrangements

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

## Recognising concerns

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

# The Curriculum and Staying Safe

- We recognise that preventative education is a core part of safeguarding. Through a planned, age-appropriate curriculum, including PSHE, relationships education, relationships and sex education where applicable, health education and online safety, children will be taught how to recognise risk, build healthy and respectful relationships, understand consent and boundaries, challenge prejudice and harmful behaviour, and seek help from trusted adults.
- Our curriculum will reflect statutory guidance on Relationships Education, Relationships and Sex Education and Health Education and will help children learn about online safety, child-on-child abuse, harmful sexual behaviour, exploitation, bullying, discrimination, mental health, personal safety and where to get support.
- Staff understand that children may not always know that they are being abused, may not be ready or able to disclose, or may communicate distress through behaviour, attendance, presentation or changes in wellbeing.
- We will build trusted relationships so children know they will be listened to, taken seriously and supported. Staff will respond with professional curiosity and will consider whether behaviour may indicate harm, trauma, unmet need or safeguarding risk.
- We will adapt preventative education and communication approaches for children with SEND, disabilities, communication needs or other vulnerabilities, so they can access safeguarding messages and support.
- We will use Behaviour in schools: advice for headteachers and school staff to support a calm, safe and respectful environment, and to help staff consider whether behaviour may indicate harm or trauma. Behaviour responses, including sanctions, suspension or exclusion, will be lawful, reasonable, proportionate and fair.

- Staff are expected to model kindness, dignity and respect, challenge harmful behaviour, and help children understand how to keep themselves and others safe.
- Children will have a range of safe ways to share concerns and influence safeguarding practice. These may include pupil voice activities, student council, trusted adults, worry boxes, listening spaces, buddy or peer support systems, feedback questionnaires, assemblies, PSHE events and online safety education.
- The school will review these arrangements regularly to ensure they are accessible, inclusive and understood by children.

# Complaints and Safeguarding Concerns

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

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

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

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

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

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

# Staff Supervision and Support

The Senior Leadership Team and DSL will promote a safeguarding culture in which all staff feel confident to raise concerns, seek advice and act in the best interests of children. Staff affected by safeguarding concerns or child protection work are encouraged to seek support from the DSL or another appropriate senior leader.

All new staff, including early career teachers, support staff, temporary staff and volunteers, will receive safeguarding induction as set out in this policy. Induction will make clear that any safeguarding or child protection concern must be reported to the DSL as soon as possible.

The school will provide appropriate support, guidance and, where relevant, supervision to help staff carry out their safeguarding responsibilities effectively. This may include opportunities to reflect on practice, discuss concerns, review work with children and families, and access further support where needed.

Where staff need additional professional or wellbeing support, the DSL or senior leaders may signpost them to appropriate internal or external sources of support, including unions or professional organisations.

Staff are encouraged to contact the Education Support helpline for free and confidential emotional support for teachers and education staff | Education Support helpline 08000 562 561.

DSLs can take part in the group supervision sessions offered by the LBI Education Psychology team by contacting chris.shaldon@islington.gov.uk to enquire when the next sessions are available.

# The Use of School Premises by Other Organisations

Where school premises are used by another organisation to provide services or activities for children, the headteacher and governing body will ensure that safeguarding is addressed as part of the hire, lease or commissioning arrangement. This includes seeking written assurance that the provider has appropriate safeguarding and child protection policies, procedures, staff and volunteer suitability checks, reporting arrangements, insurance and health and safety arrangements in place. Expectations will be consistent with *Keeping Children Safe in Education 2026* and the DfE guidance *After-school clubs, community activities and tuition: safeguarding guidance for providers*.

Providers using the premises must comply with any safeguarding requirements set out in the school's hire agreement or memorandum of understanding, including arrangements for reporting concerns to the provider's safeguarding lead and, where relevant, to the school.

If the school is not satisfied that appropriate safeguarding arrangements are in place, the application to use the premises will be refused or the arrangement will be ended.

Where the school becomes aware of a safeguarding concern or allegation relating to an adult involved in an external activity on the premises, it will ensure the concern is referred to the appropriate agency or safeguarding partner and will consult the LADO where the concern may meet the harm threshold. The provider will also be expected to follow its own safeguarding and allegations procedures.

## Site Security

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

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

Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

# Key Roles and Responsibilities

Safeguarding is everyone's responsibility. All staff, including teaching and non-teaching staff, supply and temporary staff, volunteers, contractors and staff from other services working on site or with our children and families, must understand and follow this policy. All staff will have access to this policy, know who the DSL and deputy DSLs are, and understand how to report concerns without delay.

## The Governing Body

- The Governing Body has strategic responsibility for safeguarding and child protection. It will ensure that the school's arrangements reflect statutory guidance, local authority procedures and the inter-agency safeguarding arrangements of the Islington Safeguarding Children Partnership (ISCP), including local assessment protocols and thresholds.

- The Governing Body will ensure that safer recruitment procedures are in place and followed, including appropriate checks on staff, governors, volunteers and others working with children. Volunteers will be appropriately supervised and recruitment practice will be consistent with this policy and the school's Safer Recruitment Policy.

- The school has a nominated safeguarding governor, named at the front of this policy, who provides strategic oversight of safeguarding. They will work with the Headteacher and DSL to monitor the effectiveness of safeguarding arrangements, ensure this policy links with related policies, and confirm that procedures are reviewed at least annually. All members of the Governing Body will read and follow *Keeping Children Safe in Education 2026*.

- A nominated governor will liaise with Islington Council's Local Authority Designated Officer (LADO) LADO@islington.gov.uk if an allegation is made against the Headteacher. The nominated governor is Ms Sheeham.

- Governors will complete the checks required for their role, including enhanced DBS checks where applicable. Barred list checks will be completed where a governor also engages in regulated activity or where required by statutory guidance and legislation. The school will also complete section 128 checks for governors and staff in management roles where required.

# The Headteacher

The Headteacher has day-to-day operational responsibility for safeguarding and will ensure that:

- this policy and related safeguarding procedures are implemented consistently by all staff, volunteers and relevant contractors;
- the DSL and deputy DSLs have sufficient time, training, resources and authority to carry out their responsibilities effectively;
- staff who hold cases can contribute to strategy discussions, child protection conferences, core groups, Team Around the Child meetings and other multi-agency work, including providing written reports where required;
- poor or unsafe practice is addressed promptly and sensitively in line with the allegations against staff, whistleblowing and low-level concerns procedures; and
- there are robust arrangements for planned and unplanned DSL absence, including named deputy DSLs with the role reflected in their job descriptions.

# Designated Safeguarding Lead and Deputies (DSL)

- The school Designated Safeguarding Leads, named at the front of this Policy. The Senior DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems. Deputy DSLs are identified to support the DSL and provide cover when the DSL is unavailable.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL team has sufficient time, support, training and resources to carry out this role effectively.
- The DSL and deputy DSLs will complete appropriate training in line with ISCP expectations. Formal DSL training will be updated at least every two years, and knowledge and skills will be refreshed at least annually through safeguarding updates, local briefings, DSL forums, newsletters, supervision, relevant training and learning from local and national reviews.

- During term time, the DSL or a deputy DSL will always be available during school hours for staff to discuss safeguarding concerns. Where availability is by telephone or video call, confidentiality and safe recording arrangements will be considered.

- The school will maintain clear arrangements for safeguarding cover during out-of-hours or out-of-term activities. These arrangements will set out how concerns are received, monitored, recorded and acted on without delay.

- The DSL is the central point of contact for safeguarding concerns. The DSL will manage child protection referrals, oversee safeguarding training, promote awareness of safeguarding policies and ensure that staff, volunteers, temporary staff and contractors understand and follow the school's procedures.

- The DSL will maintain a confidential safeguarding recording system and ensure that child protection records are accurate, secure, up to date and shared appropriately when a child moves setting.

- The DSL will work with the Designated Teacher and the Virtual School Head to promote the educational achievement, attendance and welfare of children who are looked after, previously looked after, in kinship care, or have or have had a social worker.

- The DSL will ensure the school is appropriately represented at inter-agency safeguarding meetings, including strategy discussions, child protection conferences, core groups and Team Around the Child meetings, and that reports or updates are provided when required.

- The DSL, or a deputy DSL, will help coordinate early support for children who do not meet the threshold for statutory services but would benefit from additional help.

# Additional responsibilities for the DSL

- lead online safety, including oversight of filtering and monitoring and an annual review of their effectiveness;
- work with mental health leads where safeguarding concerns are linked to mental health or emotional wellbeing;
- promote constructive engagement with parents and carers, while recognising that consent is not required to share information.
- promote the educational outcomes of children who need or have needed a social worker, including by supporting high aspirations, reasonable adjustments, attendance, and timely sharing of safeguarding information with relevant staff.
- work with the Headteacher and relevant strategic leads to ensure appropriate information sharing, including the secure transfer of child protection files within statutory timescales when a child moves school;
- ensure staff understand vulnerability, specific harms, the impact of trauma and adversity, and the importance of trusted relationships that help children communicate concerns;
- support staff to identify and respond to children who may have additional safeguarding needs, including children with disabilities, health needs, caring responsibilities, attendance concerns or other vulnerabilities.

# Staff and Volunteers

- Staff and volunteers have regular contact with children and are well placed to notice signs that a child may need help or protection. All staff will maintain an attitude of “it could happen here”, act in the best interests of the child and report concerns to the DSL without delay. Staff are not expected to investigate, assess or diagnose abuse or neglect.

- All staff will help provide a safe learning environment and support children to recognise risk, seek help, build resilience and stay safe, including online.

- All staff will understand the local Early Family Help process and know how to identify children who may need help, support or protection. Concerns should be recorded and shared with the DSL in line with this policy.
- All staff and volunteers are responsible for knowing what to do if a child discloses abuse or neglect, or if they have a concern about a child. Staff will listen, reassure, record accurately and share concerns with the DSL. Staff must not promise confidentiality, as information may need to be shared to keep a child safe.

# Children

- Children will be supported, in ways appropriate to their age, understanding and needs, to:
  - understand how the school helps keep them safe;
  - contribute to safeguarding and child protection policies where appropriate;
  - seek help from a trusted adult if they are worried about themselves or someone else; and
  - develop safe, respectful and responsible behaviours, including online.

# Parents and Carers

- Parents and carers are important partners in keeping children safe. We will work with them in an open and constructive way unless doing so would place a child at risk of harm.

- talk with their children about safety, including online safety, and reinforce safe and respectful behaviour at home;
- tell the school about changes or concerns that may affect their child's safety, wellbeing or attendance;
- seek help from the school or other appropriate agencies if they or their child have safeguarding concerns; and
- contribute to the development and review of safeguarding policies where appropriate.

Information on the school's safeguarding duties and responsibilities will be available through the school website, prospectus or other parent communications. Parents and carers can request a copy of this Safeguarding and Child Protection Policy and related policies and can view them on the school website.

# Monitoring and Review

This policy has been updated in July 2026 to reflect statutory safeguarding guidance and legislative changes coming into force from 1 September 2026, including *Keeping Children Safe in Education 2026*.

The governing body will approve this policy and review it at least annually. It will also be reviewed sooner where there are changes to statutory guidance, local safeguarding arrangements, school practice, or learning from audits, safeguarding incidents, child safeguarding practice reviews, complaints or allegations against staff.

All staff, including temporary staff and volunteers, will have access to this policy and must confirm that they have read and understood it. The policy will also be made available to parents and carers.

The DSL will ensure the policy reflects current safeguarding practice and will bring any recommended amendments to the attention of the headteacher and governing body.

# Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and exploitation are rarely standalone issues and often overlap. Harm may happen inside or outside the home, online or offline, and may be caused by adults or by other children. Children may also experience multiple harms at the same time. Staff must maintain professional curiosity and report any concern to the DSL in line with this policy.

## What is Abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse can be committed by adults or by other children and can take place wholly online, wholly offline, or through a combination of both. All staff must read and understand Part one of *Keeping Children Safe in Education 2026*.

1. **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts such as kissing, rubbing and touching outside clothing. It may also include non-contact activities, such as involving children in looking at, or producing, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse, or using technology to facilitate abuse. Sexual abuse is not solely perpetrated by adult males; women and other children can also sexually abuse children. Child-on-child sexual abuse, sexual harassment and sexual violence are specific safeguarding issues in education and must be responded to in line with this policy and Part five of *Keeping Children Safe in Education 2026*.

   The school will use evidence-based resources, including CSA Centre materials for education settings, to support staff confidence in recognising and responding to concerns about child sexual abuse – see Appendix 3.

## Signs that may indicate Sexual Abuse

- Sudden changes in behaviour, attendance, engagement or academic performance
- Sexualised language, behaviour or knowledge that appears developmentally inappropriate
- Withdrawal, anxiety, low mood, self-harm or suicidal thoughts
- Alluding to secrets, feeling unsafe, or being worried about a person, place or online contact

- Unexplained gifts, money, devices, travel or contact with older individuals or groups
- Fear of undressing for PE, avoiding changing areas, or reporting genital or anal pain, soreness, bleeding or sexually transmitted infection
- Creating, sharing or being pressured to share sexual images or messages, including online or AI-generated/manipulated images

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

## Signs that may indicate physical abuse

- Frequent, unexplained or unusual injuries, including bruises, cuts, burns, scalds, bite marks or fractures
- Injuries in unusual places, patterns or stages of healing, including marks to the face, mouth, ears, neck, torso, soft tissue areas or both sides of the body
- Explanations for injuries that are absent, inconsistent, implausible or change over time
- Delay in seeking medical help or repeated presentations for injury or illness
- Covering arms or legs in hot weather, flinching, fearfulness, withdrawal, aggression or severe distress

3. **Emotional abuse**: is 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, unloved, inadequate or valued only insofar as they meet another person's needs. It may include verbal abuse, intimidation, humiliation, persistent criticism or name-calling; 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 involve age or developmentally inappropriate expectations, overprotection, limitation of exploration and learning, seeing or hearing the ill-treatment of another, serious bullying including cyberbullying, exploitation or corruption. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

## Signs that may indicate emotional abuse

- Low self-esteem, lack of confidence, withdrawal, anxiety or low mood
- Extreme passivity, aggression, compliance, people-pleasing or fear of making mistakes
- Sudden changes in speech, communication, eating, sleeping or behaviour
- Self-harm, suicidal thoughts, eating difficulties or harmful use of alcohol, drugs or other substances
- Fear of parents or carers being contacted, excessive need for approval, or reluctance to go home
- Difficulties with play, relationships, emotional regulation or peer interaction

4. **Neglect:** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of parental substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter; protect a child from physical or emotional harm or danger; ensure adequate supervision, including safe care arrangements; ensure access to appropriate medical care or treatment; provide suitable education; or respond to a child's basic emotional needs.

## Signs that may indicate neglect

- Persistent hunger, poor hygiene, unsuitable clothing or constant tiredness
- Untreated medical, dental, developmental or mental health needs
- Frequent absence, lateness, missing from education, or missed medical appointments
- Poor growth, weight loss, being underweight or other signs of inadequate nutrition
- Being left alone, poorly supervised, or cared for by unsuitable people
- Poor relationships with peers, low self-esteem, withdrawal, scavenging, stealing or running away

These indicators are not exhaustive. The presence of one or more indicator does not prove abuse, neglect or exploitation, but concerns must never be ignored. Staff should record and report any concern to the DSL as soon as possible and should not investigate concerns themselves.

# Appendix 2: Keeping children and yourself safe when responding to disclosures

Staff are encouraged to be professionally curious as it is vital for the early identification of abuse and neglect. They should try to understand the daily life of the child and explore any indicators of abuse and neglect to fully assess any potential risk by having a holistic view and understanding and this means not taking things at face value by exercising respectful uncertainty.

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 child who harmed; 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 must do next and who you must talk to

4. **Record**
   - Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
   - Do not destroy your original notes
   - Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
   - Record statements and observable things rather than your interpretations or assumptions

5. **Remember**
   - Contact the DSL
   - The DSL may be required to make appropriate records available to other agencies

6. **Relax**
   - Get some support for yourself, dealing with disclosures can be traumatic for professionals.

# Appendix 3: Child-on-Child Sexual Abuse, Violence and Harassment

*NB – this is a framework that will need to be adapted to fit the age and developmental stage and understanding of your pupil group. Additional areas for consideration can be found Part 5 of KCSIE 2025 and the ISCP Protocol for Managing Child-on-Child Abuse (including harassment and violence)*

# Policy Statement and Context

The school recognises that children can abuse, harm or exploit other children. Child-on-child sexual abuse, sexual violence, sexual harassment and harmful sexual behaviour may occur online or offline, inside or outside school, and within peer groups, intimate relationships or the wider community. The school takes a zero-tolerance approach: concerns will be taken seriously, recorded and responded to in a proportionate, child-centred and safeguarding-led way. They will never be dismissed as “banter”, “part of growing up”, “having a laugh” or “boys being boys”.

Reports will be managed by the DSL or deputy DSL in line with this policy, Part five of *Keeping children safe in education*, local safeguarding procedures, the Islington Safeguarding Children Partnership (ISCP) Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment in Education Settings, and relevant specialist guidance, including the CSA Centre’s *Safety Planning in Education* guidance.

# Prevention and Whole-School Culture

The school will minimise risk through a whole-school approach to safeguarding, respectful relationships, equality and online safety. This includes staff training; an age-appropriate RSHE curriculum on healthy relationships, consent, boundaries, online safety, equality and respect; clear reporting routes for children, parents, carers and staff; and a culture where sexism, misogyny, misandry, homophobia, harmful gender stereotypes and sexualised language or behaviour are challenged. The school recognises that abuse may be taking place even where no report has been made.

This section should be read alongside the school’s behaviour policy, anti-bullying policy, online safety policy, RSHE policy, complaints policy, staff behaviour/code of conduct, low-level concerns policy and procedures for allegations against adults working with children.

# Recognising Concerns

Concerns may include sexual violence, sexual assault, unwanted sexual touching, sexual harassment, sexualised bullying, sexual name-calling, coercion, exploitation, upskirting, sharing sexual images without consent, harmful sexual behaviour, online sexual abuse and abuse facilitated through technology. Staff should recognise that sexual behaviour exists on a continuum from developmentally expected to inappropriate, problematic, abusive or violent behaviour. Concerns must be considered in context, including age, development, SEND, disability, vulnerability, trauma, power imbalance, coercion, exploitation, online activity and wider contextual risks.

# Reporting and Local Referral Route

All reports or concerns must be recorded and shared with the DSL or deputy DSL as soon as possible. Staff must listen carefully, avoid leading questions, reassure the child that they are being taken seriously, explain that information will be shared to keep children safe, and must not promise confidentiality or investigate the concern themselves.

Where a child is at immediate risk of harm, has been harmed, or may be suffering or likely to suffer significant harm, the DSL will make a referral to children’s social care and, where appropriate, the police. In Islington, urgent safeguarding concerns must be discussed by telephone with the Children’s Services Contact Team on 020 7527 7400 (all hours). Non-urgent referrals should be made using the Request for Service form and emailed to CSCTreferrals@islington.gov.uk . Urgent concerns must not be delayed while written referral information is completed. For children living outside Islington, the DSL should contact the relevant local authority children’s social care service.

Parents or carers will normally be informed unless this would increase risk to a child, prejudice a police investigation or conflict with advice from children’s social care or the police. Where there is an online element, staff will follow relevant guidance on searching, screening, confiscation, preservation of evidence and online safety. Staff must not view, forward or print sexual images unless this is unavoidable, necessary and in line with safeguarding procedures.

# DSL Decision-Making, Risk Assessment and Safety Planning

The DSL will manage each report on a case-by-case basis and consider the wishes of the child who has been harmed, the seriousness of the incident, whether a crime may have been committed, the children’s ages and development, any power imbalance, coercion, grooming, exploitation, previous incidents, wider patterns and advice from children’s social care, police or other professionals. The DSL will consider whether the concern can be managed internally with safeguarding, pastoral and behaviour support; whether advice or referral is needed for Family Help, child in need or child

protection support; whether specialist harmful sexual behaviour assessment or intervention is required; and whether police involvement is needed.

Following a report, the DSL will complete and record an immediate risk and needs assessment and, where appropriate, a written safety plan. This should consider the safety, wishes and support needs of the child who has been harmed; the needs, safety and supervision of the child who has displayed the behaviour; any other affected children; shared classes, spaces, transport, online platforms or community locations; and any previous concerns, contextual risks or online risks. Safety plans may include supervision, movement around the site, contact restrictions, online safety measures, communication arrangements, support, review dates and named responsibilities.

## Support, Police Investigations and Record Keeping

The school will provide appropriate support for the child who has been harmed, the child who has displayed the behaviour and any witnesses or other affected children. Support may include a trusted adult, pastoral support, safety planning, timetable or routine adjustments, counselling or therapeutic input, specialist advice, curriculum work, behaviour support and multi-agency involvement. The child who has been harmed should not be expected to change school or provision because they have disclosed abuse. Children who display harmful sexual behaviour may also have safeguarding needs and may require support, education, accountability and intervention. Sanctions will be considered alongside safeguarding and support needs and applied in line with the behaviour policy.

Where there is a police investigation into rape, assault by penetration, sexual assault or another serious offence, the school will carefully consider how to keep the child who has been harmed and the child alleged to have displayed the behaviour apart, including in classes, social spaces, transport and online spaces, while maintaining suitable education and support for both children. Any school investigation or behaviour response will take account of safeguarding advice and must not interfere with police or children's social care enquiries.

The school will maintain clear, detailed and secure records of concerns, disclosures, decisions, referrals, advice received, risk assessments, safety plans, multi-agency discussions, actions, outcomes and review dates. Child-on-child abuse may also include physical assaults, initiation violence, hazing-type behaviour, prejudice-based abuse, bullying, coercive or controlling behaviour, exploitation or online abuse. These will be responded to as safeguarding concerns and, where relevant, under the behaviour and anti-bullying policies.

# Appendix 4

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

## Staff support and professional advice

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

## Support for children and young people

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

## Support for parents, carers and adults

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

## Support for children and adults with learning disabilities or additional needs

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

## Safeguarding Guidance and Statutory Links
## Preventing neglect, abuse and exploitation

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

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

## Legislation

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

## Keeping children safe in education and other settings

- After-school clubs, community activities and tuition: safeguarding guidance for providers
- Behaviour in schools: advice for headteachers and school staff

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

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

## Safeguarding children with Special Education Needs and Disabilities

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

## Runaway and homeless children

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

## Cross-border child protection

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

## Domestic abuse and specialist support

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

- Statutory definition of domestic abuse factsheet
- Women's Aid: www.womensaid.org.uk

## Honour-based abuse, forced marriage and FGM

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

## Sexual abuse, child sexual exploitation and harmful sexual behaviour

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

## Online safety

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

## The Prevent Duty, Radicalisation, Extremism and Hate Crime

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

## Local safeguarding contacts and Islington support

Community Safety Team
Communitysafety@islington.gov.uk

Islington Children's Services Contact Team

Telephone: 020 7527 7400 (All hours)
CSCTreferrals@islington.gov.uk

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

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

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

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

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

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

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

Prevent Team
prevent@islington.gov.uk

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

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

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

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

# Additional domestic abuse and community-based support

Community Safety Officers communitysafety@islington.gov.uk

| | |
|---|---|
| Galop's National LGBT+ Domestic Abuse Helpline - support and advice for lesbian, gay, bisexual, trans+ people who have experienced abuse - | 0800 999 5428<br>help@galop.org.uk |
| Hourglass - support and information for older people and those concerned about an older person experiencing abuse or exploitation | 0808 808 8141<br>Live chat |
| IKWRO Women's Rights Organisation - support for Middle Eastern, North African and Afghan survivors | 020 7920 6460<br>Out-of-hours emergencies<br>Kurdish/Arabic/English: 07846 275246<br>Farsi/Dari/English: 07846 310157 |
| Jewish Women's Aid | 0808 801 0500 |
| Latin American Women's Rights Service - support for Latin American women | 0808 145 4909<br>Monday to Friday 11am to 1pm<br>info@lawrs.org.uk |
| Muslim Women's Network | 0800 999 5786<br>0303 999 5786<br>info@mwnhelpline.co.uk |
| SignHealth - support for deaf people and those with hearing loss in British Sign Language (BSL) | 020 3947 2601<br>Text: 07970 350366<br>da@signhealth.org.uk |
| Stay Safe East - support for disabled survivors of domestic abuse | 020 8519 7241<br>Text: 07587 134 122<br>enquiries@staysafe-east.org.uk |
| Southall Black Sisters - support for gender-related abuse against Asian and African-Caribbean survivors | 020 8571 9595<br>Web form |
| Victim Support community-based domestic abuse services | Web form<br>Live chat<br>My Support Space |

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

**Flowchart 1**

What to do if you have a safeguarding or welfare concern

**You have a concern about a child**

For example

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

**Immediately inform a Designated Safeguarding Lead (see contact information on**

**Record your concerns**

Follow the setting's procedure on sharing information

**Designated Safeguarding Lead**

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to ISCP Threshold document and procedures to support consideration: www.iscp.org.uk (Islington 7527 7400

**If you are unhappy with the response**

**All Staff:** Follow ISCP Escalation policy and procedures

**Pupils and Parents:**

Follow Setting complaints procedures –See Complaints Policy

If there is poor or unsafe practice in your setting, follow the Whistleblowing Policy

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

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

**Monitor** Be clear about:

1. What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
2. How long you will monitor for?
3. What information needs to be shared and with whom?
4. How you will record and to whom you will feedback and when?

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

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

The DSL/staff member will re-refer or escalate if required to

Flowchart 2

Within **one working day** of receiving a referral from a school or college, **children's social care** decides the **type of response required**.

The child is considered to be in need of **immediate protection**. **Children's social care** informs the referring school or college.

The **social worker, police or NSPCC** takes appropriate **emergency action**. This could include applying for an **emergency protection order (EPO)**.

**Section 47 enquiries** are considered appropriate. **Children's social care** informs the referring school or college.

The child is identified as a child **at risk of significant harm**. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Working together to safeguard children has more information.

**Section 17 enquiries** are considered appropriate. **Children's social care** informs the referring school or college.

The child is identified as a **child in need (CiN)** and given the appropriate support. Under the Children Act 1989, local authorities are required to provide services for a CiN for the purposes of safeguarding and promoting their welfare. Working together to safeguard children has more information.

No formal assessment is required. **Children's social care** informs the referring school or college.

The **school or college** considers **pastoral support and Family Help.** Family Help aims to provide support as soon as a problem emerges at any point in a child's life. Refer to Flowchart 1. Working together to safeguard children has more information.

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|---|---|---|---|
| Reviewed and ratified by Governing body | Autumn Term 2026 | | |
| Next Revision<br><br>(Please highlight as appropriate) | **Annual** | Biennial | Tri-annual |
| To be reviewed | Autumn Term 2027 | | |