

**SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY**

*This policy applies to the whole school including the Early Years Foundation Stage (EYFS) and is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

**Document Details**

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| <b>Information Sharing Category</b> | Public Domain                            |
| <b>Authorised by (if required)</b>  | The Principal who is also the Proprietor |
| <b>Review/Update Date</b>           | September 2025                           |
| <b>Responsible Area</b>             | Senior Leadership Team (SLT)             |

**Safeguarding is the golden thread that runs throughout every aspect of the school.  
All our school policies are in support of this document**

Safeguarding is everyone’s responsibility. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. Our approach at The Gower School (TGS) is child centred. We will always act in the best interests of the child. This policy takes full account of the child protection procedures agreed by Islington Safeguarding Children Partnership (ISCP).

This policy statement should be read alongside our organisational policies, procedures, guidance and other related legislation:

- Keeping Children Safe in Education (2024) (KCSIE) Annex A (pages 143-147) and Annex B (pages 148- 169), including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Working Together to Safeguard Children (2023)
- Prevent duty guidance: Guidance for specified authorities in England and Wales (2023)
- Multi-Agency Guidance on FGM (July 2020) Statutory Guidance
- ISSRs 2014 – Statutory Regulations
- Early years foundation stage statutory framework For group and school-based providers (January 2024)
- Prevent duty guidance: Guidance for specified authorities in England and Wales (2023)
- DfE Data Protection guidance for schools (DfE, 2024b)
- How social media is used to encourage travel to Syria and Iraq briefing note for schools – DfE Guidance
- What to do if you’re worried a child is being abused (March 2015) Non-Statutory Guidance
- Disqualification under the Childcare Act 2006 (Updated August 2018) Statutory Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) Statutory Guidance
- Safer Recruitment Policy
- Whistleblowing Policy
- Supervision of Children Policy
- Missing Child Policy
- Children who are absent from education for prolonged periods and/or repeated occasions Policy
- Low-level Concerns Policy
- Code of conduct for staff and volunteers
- Behaviour management
- Mobile and smart technology Policy
- Online safety
- IT Acceptable use Policy
- Anti-bullying
- Health and Safety
- Induction, training, supervision and support.

*The Gower School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential*

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by the SLT:

- Miss Emma Gowers, Principal/Proprietor.
- Mrs Jacqui Chitoi, Head of Nursery, who is the DSL for the EYFS inclusive of the nursery.
- Miss Joey Haigh, Head of Operations and School SENCO, who is DSL for the primary school.
- Miss Vicky Vasiliadis, Head of Health & Safety and Compliance, who is the Deputy DSL for the whole school and nursery.
- Miss Becky Falloon, Deputy Head, who is the Deputy DSL for the primary school.

Miss Emma Gowers (as the Principal) will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Principal recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed. TGS takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Signed:



Date reviewed: September 2024

Date of next review: September 2025

Miss Emma Gowers

Principal and Proprietor

This will next be reviewed no later than September 2025 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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## KEY INTERNAL CONTACT DETAILS

**Our School's Designated Safeguarding Leads (DSL) and the Deputy DSLs**, who are members of senior management, have lead responsibility for child protection and are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Their photographs and contact details are prominently displayed in the school and nursery. The Principal has oversight for Safeguarding, is the DSL for the Primary School, and together with the other DSL for the nursery, together with the deputy DSL's compile an Annual Report, which is submitted to the Principal and Local Authority. The DSL's are responsible for online safety. TGS DSLs and Deputy DSLs are:

### Designated Member of Staff (DSL)

- Miss Jacqui Chittoi, Head of Nursery, who is the DSL for the EYFS inclusive of the nursery.
- Miss Vicky Vasiliadis, Head of Health & Safety and Compliance, who is the Deputy DSL for the whole school and nursery.
- Miss Joey Haigh, Head of Operations, who is the DSL for the primary school.
- Miss Becky Falloon, Deputy Head, who is Deputy DSL for the primary school.
- Miss Laura Gethin, Baby Room Leader, who is Deputy DSL for the EYFS.
- Mr Shirag Ahmed, Out of School Club Lead, Sports Coach, who is Deputy DSL for the primary school.

### Contact Details

- The above can be contacted by telephone during school hours on 020 7278 2020 (TGS Primary) and 020 7700 2445 (TGS Nursery and Administration)
- The email address for the primary school is [barnsbury@thegowerschool.co.uk](mailto:barnsbury@thegowerschool.co.uk) and for TGS Nursery and Administration [info@thegowerschool.co.uk](mailto:info@thegowerschool.co.uk)
- During term time, the DSL (or Deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns. TGS will organise adequate and appropriate cover arrangements for any out of hours/out of time activities, and also during the school holidays.

## EXTERNAL CONTACT DETAILS

*External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.*

TGS Policy on child protection is in accordance with Islington Safeguarding Children Partnership, whose contact details are: Referral and Advice Team, 222 Upper Street, N1 1XR

Telephone: 020 7527 7400

Switchboard: 020 7527 7000

Fax: 020 7527 7042

The London Borough of Islington Local Authority Designated Officer (LADO)\* is Timur Djavit, Service Manager Children Protection, who can be contacted for advice and information about allegations against staff and volunteers. Please contact [LADO@islington.gov.uk](mailto:LADO@islington.gov.uk), 020 7527 8101 or 8102.

For consultation and advice, please contact Pupil Services: 020 7527 8106. Email: [Pupilservices@islington.gov.uk](mailto:Pupilservices@islington.gov.uk)  
If the LADO is not available, please contact the Emergency Out of Hours (after 5.00pm and weekends should be made to the Emergency Out of Hours Duty Social Worker on 020 7226 0992 who can assist with your inquiry or referral.

**Link Line:** [linkline.islington@islington.gov.uk](mailto:linkline.islington@islington.gov.uk)

Allegations of abuse against a member of staff or a volunteer are reported to the LADO in accordance with the instructions on page 5 of this policy and also Appendix 7. \*see definition of the role and responsibilities of the LADO (Appendix 3)

Children who have suffered or are likely to suffer significant harm, are considered '**children at risk**'. If staff, volunteers or parents have concerns that a child could be at risk, please pass your concerns onto the DSL, who, within one working day, will forward concerns which meet the Local Authority's threshold, to the **Children Social Contact Team (CSCT) on: 020 7527 7400 (all hours)**. When a referral is received which raises safeguarding concerns, but the level of need or risk is unclear, the referral will be subject to a Multi-Agency Safeguarding Hub (MASH) check. This enables multi agency information to be shared to avoid children falling through the net of services by building a full picture of risk to assist early decision making. The MASH is a confidential environment where information is only shared between designated MASH professionals. Once the level of need and risk is clarified, the child is matched to the most appropriate type of service through the normal CSCT processes. MASH checks can only be carried out where there is consent or serious safeguarding concerns that indicate that seeking consent would prejudice the child's welfare.

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Keeping Children Safe in Education (2024) **makes it clear that anybody can make a direct referral to the LADO or Children's Services Contact Team** in line with the referral threshold set by Islington Safeguarding Children Partnership. If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

If an adult feels that a child is not at immediate risk of harm, but needs additional support, the child is considered a: ***'child in need of additional support from one or more agencies'***. The adult should refer to the DSL, who will complete an ***'Early Help Assessment'*** form and return to the Islington Children's Services Contact Team on: [CSCTREFERRALS@ISLINGTON.GOV.UK](mailto:CSCTREFERRALS@ISLINGTON.GOV.UK)

**You can telephone 020 7527 7400 for advice. All staff are made aware at induction that they should report concerns directly to the DSL. If, however, they feel that their concern isn't taken seriously, or that a child is in danger, they have the right to refer themselves.**

If a child is in immediate danger or left alone, or if a crime has been committed to a Child at Risk, you should contact the police or call an ambulance immediately on 999. Police Child Abuse Investigation Team – 020 8733 4286 and Domestic Abuse Investigation Team – 101

**Female Genital Mutilation (FGM):** Any child at risk of FGM must be referred to the CSCT by telephone: 020 7527 7400. Known cases are to be referred to the police by teachers. For guidance telephone: 0800 028 3550 or Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

**Child Sexual Exploitation** – If there were concerns regarding Child Sexual Exploitations, staff should inform the DSL who will immediately contact the CSCT via telephone on **0207 7527 7400**.

**NSPCC Child Protection Helpline:** 0808 800 5000

**Childline:** Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000, lines are open Monday to Friday 8am – 10pm or 9am – 6pm at the weekends and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

The NSPCC offers information for schools on its own website [www.nspcc.org.uk/preventing-abuse/](http://www.nspcc.org.uk/preventing-abuse/)

The Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk). If an adult working in our school has concerns or identifies a pupil as being at risk of radicalisation, the adult should immediately make a referral to our DSL who is also our Prevent Officer. They will consider the most appropriate referral which could include Channel or Children's Services Contact Team. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

**Ofsted** Piccadilly Gate, Store Street, Manchester, M1 2WD

Telephone: 0300 123 1231

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Web: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Disclosure and Barring Service (DBS)** Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 03000 200 190. Referrals can be submitted via <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#online-referral-form-and-registering-for-a-digital-account> Email: [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

**Independent Schools Inspectorate** CAP House, 9-12 Long Lane London, EC1A 9H Tel: 0207 600 0100

Email: [info@isi.net](mailto:info@isi.net)

Website: [www.isi.net](http://www.isi.net)

## **SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT**

*This strict guidance relates to any disclosures involving events concerning adults or other children:*

***Create a safe environment*** by offering the child a private and safe place if possible. Stay calm and reassure the child, stressing that they are not to blame. Tell the child that you know how difficult it must have been to confide in you. If there is a need for medical attention seek assistance without delay.

***Listen*** to what the child has to say and take them seriously. Stay calm, reassuring the child but ***advising that you cannot promise to keep a secret or confidentiality***. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure.

***When talking to the child***, do not interview the child and keep questions to a minimum. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue or make assumptions which might give particular answers. Do not repeat the disclosure or ask the child to repeat their disclosure other than to clarify what is

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being said. Do not display shock or disbelief. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

**Record** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. After the disclosure **record in writing** the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone, but speak to someone who can help keep the child safe. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Principal. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. Do not ask the child to repeat what they have said to the DSL. The school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

**Do not take responsibility** for investigating the allegation yourself or attempt to contact in any way any person mentioned in the disclosure. Reassure the child that the matter will be dealt with. Immediately consult the DSL so any appropriate action can be taken to protect the pupil if necessary. Only inform necessary people; the DSL will consider the information and decide on the next steps. Until otherwise directed by the DSL, do not speak in anyway about the fact or content of the disclosure. Every complaint or suspicion of abuse from within or outside school will be taken seriously and action taken in accordance with this policy.

**Never** take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. **Never** fail to pass the information on to the correct person or ask a child to sign a written copy of the disclosure or a 'statement'.

#### **ALLEGATIONS AGAINST STAFF, VOLUNTEERS, DSLs AND THE PRINCIPAL WHO IS ALSO THE PROPRIETOR**

This applies where an adult within TGS has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child. This also applies when an adult within TGS may have possibly committed a criminal offence against or related to a child.

- Allegations concerning all, other than the Principal, are to be reported straight away to the Principal (who is the DSL) or in her absence, the Deputy DSL. The Principal will immediately contact the LADO to discuss the allegation. The individual against whom the allegation is made, is not to be informed.
- Allegations concerning the Principal are to be immediately reported by the person making the allegation or the Deputy DSL to the LADO to discuss the allegation. The Principal is not to be informed.

In each case above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the Police. Guidance will be sought from the LADO and/or Police to enable TGS to make decisions about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what, if any, conditions should apply. If given information that suggests that a member of staff was abusing a pupil who is not a pupil at the school, the DSL reports immediately to the LADO and follows the procedure as if it was one of our own pupils.

In borderline cases, where there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to Children's Services Contact Team (CSCT) will be made without delay. The school will not investigate allegations without first gaining the agreement of the LADO.

In the case of serious harm, the Police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. TGS will make every effort to maintain confidentiality and guard against publicity if there are allegations against staff up to the point where the accused person is charged with an offence.

Children's Social Care (CSC) will contact TGS as to how to proceed. A formal strategy meeting will take place between CSC and TGS representatives and the police (as appropriate). Ofsted must be informed within 24 hours on 0300 123 1231 of any allegation or concerns made against a member of staff within TGS nursery.

## **CONTEXT AND SPECIFIC SAFEGUARDING ISSUES: Abuse and Neglect (please refer to Appendix 1 of this policy):**

Working Together to Safeguard Children (2023) defines abuse as 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** - blackmail or extortion; threats and intimidation.
- **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development
- **Sexual abuse and exploitation** - indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting; encouraging other students to attend inappropriate parties; photographing or videoing other students performing indecent acts.

Expert organisations provide guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on the TES website and also on its own website [www.nspcc.org.uk/preventing-abuse/](http://www.nspcc.org.uk/preventing-abuse/). Additionally, government guidance is listed on the GOV.UK website: <https://www.gov.uk/>

### ***The three main elements to our school's safeguarding policy are:***

**Prevention:** We safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues which may be specific to individual children in our school and local area. We work with other agencies to reduce risks. Staff must be alert to situations where pupils appear to be unhappy or where there are marked changes in behaviour. The aim will be to 'listen' to pupils through the provision of early help, either through the school (counsellors, independent visitor) or through children's services under 'child in need' provision.

**Protection:** Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse, neglect and exploitation and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

**Support:** We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through the provision of individual counselling, providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse. We recognise that children have a right to feel secure and cannot learn effectively unless they do so.

Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-Bullying Policies. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact MASH or the Police, without notifying parents if this is in the child's best interests. In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. We are aware of the

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potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

This policy provides staff, volunteers and the Principal/Proprietor with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

**Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE 2024)*** Safeguarding and promoting the welfare of children is defined as: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, inside or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

**The Difference between Safeguarding and Child Protection:** Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school must do for all children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. If they are not suffering harm or at immediate risk, such instances must be addressed through the Early Help Assessment (EHA) Form.

#### **Thresholds for Intervention:**

**Early Help:** In the first instance staff should discuss early help requirements with our DSL. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. Targeted early help services, arranged by the local authority, address the assessed needs of a child and their family as a result of an EHA Form coming under the term "Team around the Child" (TAC). This form would normally be completed by the DSL acting as the Lead Professional or another Educational agency. Our staff are alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, 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.

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a TAC meeting to assess the child's needs and decided with the child/family a course of action to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child and their family.



**Child in Need - S17 of the Children Act 1989:** A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.
- This could include children who self-harm or disclose an intent to commit suicide.

**Child Protection (S47 Children Act 1989):** The Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. It is not possible to rely on one absolute criterion when judging what constitutes significant harm.

Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

If staff or volunteers have significant concerns about any child, they should make them known to the DSL. A referral to Children's Social Care will be made immediately if there is risk of immediate harm to a child and, if a crime may have been committed, the matter will be reported to the police. It is important to understand that anyone can make a referral.

**Unsubstantiated, false or malicious allegations:** Where an allegation by a pupil is proven to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy. Where a parent has made deliberately invented or malicious allegations, the Principal will consider whether to terminate the pupil's placement at the school on the basis that they have treated the school or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established moving forward. TGS reserve the right to contact the CSCT to determine the appropriate action. We have a duty of care towards our employees by ensuring that effective support is provided for anyone facing an allegation through the school's Human Resources (HR)/Personnel arrangements.

**Concerns and allegations of abuse by one or more pupils on another pupil:** Any behaviour that negatively affects the learning the wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. It is important to regard both the alleged perpetrator and alleged victim as being children 'in need' or 'at risk'. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to instigate the circumstances. A copy of the discussions and outcomes will be kept in both pupils' files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline and NSPCC. It may be appropriate to exclude the alleged perpetrator for a period of time according to the school's behaviour policy and procedures.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, The Gower School will ensure that, subject to the advice of Islington's Children's Services Contact Team (CSCT), the pupil's parents are informed as soon as possible, and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to CSCT if necessary. However, this will only be done when this will not place the child at increased risk. The child's views will also be considered. Where there are doubts or reservations about involving the child's family, the DSL should clarify with CSCT or the police who, when and whether the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL will help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. If the school considers a safeguarding risk is present, a

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risk assessment is prepared along with a preventative supervision plan. The plan is monitored and a date set for a follow-up evaluation. A pupil against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and The Gower School's policy on behaviour, discipline and sanctions will apply. In cases of exclusion of the pupil, where parents are abroad, the Education Guardian will be requested to provide support and accommodation.

When a pupil needs *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify CSCT and seek advice about what action the CSCT or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention.

If the suspected abuse is sexual then the medical examination should be delayed until the CSCT and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, CSCT or the police, if the parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged.

**All staff and volunteers:** This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a pupil is at risk of significant harm or in need of support services. All staff and volunteers should be alert to pupils at risk of being radicalised or drawn into extremism or child sexual exploitation whether from an adult or another pupil (further details of these signs are in Appendix 1). They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally, they are expected to make themselves available for appropriate training if necessary out of normal school hours and to read both this policy and Part 1 of KCSIE 2024 and 'What to do if you are a worried a pupil is being abused' latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE 2024.

**Safer Recruitment, the Single Central Register (SCR)** (Please also refer to our Safer Recruitment Policy) Our school operates safer recruitment procedures (in accordance with government recommendations) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietor, supply staff, staff of contractors and other individuals working with or nearby pupils. In accordance with the full requirements of the SCR before starting work and the details of these checks are recorded. The SCR of appointments is rigorously maintained. All employees, proprietor, supply staff, volunteers and others working within the school are checked. In accordance with the ISSR, checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation. For employees working with children under the age of 8 years there is a requirement to report to the Principal any issues of people who may be barred from working with children.

Through risk assessments, TGS also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to pupils, then a risk assessment is carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

**Safeguarding arrangements for staff employed by another organisation:** TGS will ensure that formal procedures are followed to satisfy itself that appropriate pupil protections (including DBS) checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, on a school trip, while in a separate institution or activity centre). See policy on Educational Visits. Wherever possible the school will obtain DBS checks on all contractor staff, who also receive safeguarding training from the DSL.

**Visitors and visiting speakers:** Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. The school keeps a visitors' book at reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on school premises by a member of staff or appropriately vetted volunteer. Unidentified visitors must be challenged by staff or reported to the Principal or School Office.

We have protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. This will if appropriate include a barred list check and internet search. At TGS, speakers are never left alone with pupils. The interaction between the *The Gower School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential*

*Prevent* requirement to check speakers and the KCSIE (2024) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers.

**Preventing Extremism and Radicalisation: (Also please refer to our Preventing Extremism and Radicalisation policy and also Appendix 1 of this policy).** Our school also ensures that we can ‘demonstrate activity’, as required by the statutory guidance, in the following key areas: risk assessment of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, from The Early Years Foundation School (EYFS) onwards including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school’s activities. TGS is able to demonstrate a general understanding of the risks affecting pupils and young people in the area.

Protecting pupils from the risk of radicalisation is seen as part of TGS wider safeguarding duties and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We consider the level of risk of pupils identified as being at ‘risk of radicalisation’ and make an appropriate referral, which can include Channel or Children’s Social Care. Our Prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying pupils who may be at risk of radicalisation, including support we can give.

**Prevent duty:** The DSL receives appropriate training, in accordance with Annex B of KCSIE 2024 (including higher level Prevent awareness training) at least every two years in order to:

- provide advice and support to members of staff on protecting pupils from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- liaise with those responsible for Personal, Social, Health and Economic Education (PSHEE) and Spiritual, Moral, Social and Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism and;
- liaise with those responsible for the TGS’s electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

**Teaching pupils how to Keep Safe (Educating pupils about safeguarding and radicalisation including the delivery of the prevent strategy):** Our school ensures that pupils develop a clear understanding both of safeguarding issues and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation: Our programme for PSHE supports this process as part of a broad and balanced curriculum. Within our PSHE curriculum, we have a programme for Sex and Relationship education (SRE) which includes topics such as “sexting”, “banter”, sexual assault between young people and gender-based issues. We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. Age-appropriate anti-bullying assemblies are held in all phases of the school, each term and include the risks of cyber bullying and online safety and child on child abuse, including how victims will be supported. Additionally, appropriate subjects in the curriculum and co-curriculum activities will be used to reinforce that banter, sexting and cyber bullying are completely unacceptable.

If a member of staff becomes aware of an allegation or suspected case which involves sexting, inappropriate banter or sexual assault between young pupils, gender based or otherwise, this will be considered as a safeguarding concern and reported to the DSL, who will consider the allegation on a case-by-case basis. Depending on the severity of the case, this may involve the school’s anti-bullying procedures, or the parents of the pupils involved. In the case of serious harm, a referral to the CSCT will be completed and the police are informed from the outset.

**Within SMSC development,** we instil within pupils’ values that build resilience and prevent pupils being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace, and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC and create an environment in which pupils know they are listened to and valued. We educate our pupils to reject violence and cruelty in ‘whatever forms they take on’ whether it be from animal rights activists, Al Qaeda influenced groups, racist and fascist organisations or any other extremist group.

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**Emerging Technology including the Internet and social media** (Please see our Mobile and Smart Technology Policy and Online Safety Policy for more details): TGS recognises that impact of emerging technological skills which includes include the use of information and communication technology (ICT). Our online safety policy details the actions and behaviour required from pupils and members of staff to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Our key message to keep pupils and young people safe is applied to both online and offline behaviours. Children and parents attend annual workshops on E-Safety with an outside trainer, and children are taught to keep themselves safe online through Computing and PSHE lessons too. Please refer to our E-Safety policy for further details including Acceptable Use policies.

The internet and the use of social media has become a major factor in the radicalisation of young people. Abuse can take place wholly online, or technology can be used to facilitate offline abuse. We ensure that pupils are safe from potentially harmful and inappropriate content or material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education with the curriculum in line with our Online Safety Policy, IT Acceptable Use Policy and Mobile and Smart Technology Policy. However, we are careful to ensure over blocking does not lead to unreasonable restrictions.

We ensure staff are appropriately trained in online safety and we carefully consider how to measure usage on the school premises through our behaviour management policy. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP's *Thinkuknow* website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and the Google Legends project along with: <https://www.google.co.uk/safetycenter/families/legends/> and <https://www.google.co.uk/safetycenter/families/legends/>

**Use of mobile phones, cameras, electronic devices:** Staff should not use personal mobile telephones in the presence of pupils and must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Principal. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings must not be transmitted to third parties without permission of the Principal or parents of the pupil involved. The Gower School's IT Acceptable Use Policy and Mobile and Smart Technology Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of pupils other than a school camera. This is in line with the whole school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. For more details, please see our Online Safety Policy, IT Acceptable Use Policy and Mobile and Smart Technology Policy.

**Staff Training:** Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. All staff undertake a day of Safeguarding training each September. Throughout the school year, staff have training on Prevent, updates to legislation, online safety, etc. All staff undertake Safeguarding induction training and are provided with a copy of KCSIE (2024), which they sign to acknowledge having read.

**Safeguarding children with special educational needs and disabilities or health issues:** Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist and it is important to recognise abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and

- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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**Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND.**

**Child-on-child abuse:** Staff are clear as to our policy and procedures with regards to child-on-child abuse. When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education (2024)* and *Working Together to Safeguard Children (2023)*, even where an alleged perpetrator is a child. This will entail:

- effective implementation of our school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by Islington Safeguarding Children Partnership;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- following the advice for practitioners in: *What to do if you're worried a child is being abused*;
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of our students, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all students and that both alleged victims and perpetrator students receive appropriate support.
- decisions arising that might include, for example, whether the accused student should be removed from our school for a period of time, or from certain classes;
- whether contact with certain individuals should be prevented or supervised,
- the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications.

**Concerns and allegations of abuse made against other children (Child on child Abuse inclusive of sexual violence or harassment and banter):** We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. Staff are clear as to our policy and procedures with regards to child-on-child abuse. Staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education (2024)* and *Working Together to Safeguard Children (2023)*, even where an alleged perpetrator is a child and we adhere to the Human Rights Act and the Equality Act. Additionally, we use a Child-on-Child Abuse toolkit to support staff in their safeguarding of our pupils. Sexualised abuse, including verbal abuse by peers is a safeguarding issue and is included in the school's broader approach to safeguarding. If the school received an allegation of abuse by one or more pupils but is alleged to have taken place outside of the school premises, our safeguarding principles remain the same, and we could still carry out a referral to children's services as necessary.

We recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boy's perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously. We make it clear that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual violence and sexual harassment;
- abuse in intimate personal relationships between peers;
- causing someone to engage in sexual activity without consent;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission; and
- initiation/hazing type violence and rituals.

Where there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm' the concern or allegation of Child-on-child abuse must be reported to the DSL immediately, who will then refer to the MASH to discuss the case. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to

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investigate the circumstances. A copy of the discussions and outcomes will be kept in both pupils' files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline and NSPCC.

**Minimising the risk of child-on-child abuse:** At TGS, we recognise the wide variety of pupils' backgrounds and cultures who attend the school and as such, the requirement for us to promote pupils to respect, tolerate and show goodwill toward each other. We have employed a number of procedures to help minimise the risk of child-on-child abuse, with the majority of these focusing on educating our pupils about what is and what is not appropriate with regards to all forms of relationships with their peers. As part of our PSHE and SRE lessons, we promote healthy and respectful peer- to-peer communications and behaviours between our pupils and provide an environment which challenges inappropriate behaviour. We teach our pupils to look out for potential signs that there may be an imbalance in power or control, the importance of permission-seeking and giving in relationships with friends, peers and adults and what to do to seek support. We make it explicit to our pupils what constitutes sexual harassment and sexual violence and why these are always unacceptable. We also teach our pupils about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

**Sexual Violence and Sexual Harassment between children:** At TGS we take our definition of sexual violence from the [Sexual Offences Act 2003](#), which considers rape, assault by penetration and sexual assault, all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. We recognise that Children with Special Educational Needs and Disability (SEND) are likely to be more susceptible. TGS is aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or the victim being excluded offline as well as online. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

**Responding to reports of sexual violence and sexual harassment:** Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Though it may not be necessary to report one-off issues of sexual harassment to the police, each allegation of abuse will be taken seriously, and the DSL will still refer these allegations to children's social care, who will support the school in deciding whether the victim or alleged perpetrator need protection or other services. However, all allegations of sexual violence will be reported to the police, in parallel with children's social care. Though children's sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage. The [Brook sexual behaviours traffic light tool](#) is used to help us consider harmful sexual behaviours.

Reports of sexual violence are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children's social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

**The immediate response to a disclosure report:** A factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children's social care and/or the police. Additionally, in cases where there is a report of rape, assault by penetration or sexual assault this should be passed to the police. Students will not be made to feel ashamed for making a disclosure. The DSL will follow the advice for practitioners in: What to do if you're worried a child is being abused and will follow through the outcomes of the discussion and if so advised by Children Social Care, will make a formal referral if the incident meets the referral threshold set by Islington Safeguarding Children Partnership ensuring effective information sharing with any agencies or other professionals involved. Good record keeping of related conversations, meeting and

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communications with a copy of the discussions and outcomes will be kept securely, including the rationale for those decisions.

Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL. Where an incident between two pupils takes place away from the school, the school's duties and procedures remain the same.

TGS staff are trained as per Part One of KCSIE (2024) on how to manage a disclosure and are aware of anonymity in cases where an allegation is progressing through the criminal justice system. TGS will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. The DSL will make an immediate written risk and needs assessment where there has been a report of sexual violence, considering the victim, alleged perpetrator and other children and staff at the school (including actions to protect them). Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. TGS will make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school. Risk assessments will be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required and should be used to inform the school's own risk assessment. TGS will consider carefully any report of sexual violence or harassment and act in the best interests of the child. TGS will also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies. Victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; they will not be made to feel ashamed for making a disclosure. Staff may be expected to participate in any Early Help assessment, child protection enquiry, strategy discussion or other outcome, following a referral.

**With any report of sexual violence and/or harassment, the DSL will consider:**

- the wishes of the victim in terms of how they want to proceed. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- is disabled and has specific additional needs; any power imbalance between the children, including age gaps or differences in maturity, cognition or understanding (including SEND or learning difficulties) (with an EHCP or not);
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school staff and
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups; is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is a young carer; is in a family presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence; has returned home to their family from care and/or is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited; is a privately fostered child and other related issues and wider context

**Managing the report:** All concerns, discussions, decisions and reasons for decisions will be recorded. Dependent on the disclosure of sexual violence or sexual harassment, the school will consider the following courses of action:

- **Managing internally:** in some cases of sexual harassment (such as minor one-off incidents) the school may manage the incident internally, without the involvement of early help, following our behaviour management policy;
- **Involve Early help:** this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- **Referral to children's social care:** in cases where there has been harm, or there is an immediate risk, a referral will be made to children's social care;
- **Reporting to the police:** in cases where rape, assault by penetration or sexual assault is reported. TGS will not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the police to ensure that the schools' actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy.

It is important for TGS to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, TGS will continue to support the victim and perpetrator.

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**How victims of child-on-child abuse will be supported:** All pupils involved, whether perpetrator or victim, are treated as being ‘at risk’; a thorough risk-assessment and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that example, whether the accused pupil should be removed from school for a period, or removal of the alleged perpetrator from classes and any transport etc. which is shared with the victim, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring pupils to an external safeguarding agency such as Childline and NSPCC and the adequacy of arrangements for listening to children etc. We recognise that any actions taken will be in the best interests of both children and is not perceived to be a judgement of guilt of the alleged perpetrator.

Additionally:

- Support for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator may have unmet needs themselves.
- The needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible, so that school is a safe space for them.
- TGS will be prepared to support a victim over a long period of time
- TGS will do everything we reasonably can to protect victims from bullying or harassment as a result of any report they have made, being prepared to support a victim over a long period of time.
- Where the victim or perpetrator moves to another school it is important that the new establishment is made aware of any ongoing support needs.
- TGS must ensure the victim is safeguarded, but still provide the perpetrator with an education and support as necessary.
- TGS may discipline the alleged perpetrator, including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions.
- TGS will be clear about when their actions are to support the victim or perpetrator, and when their actions are to discipline the perpetrator for their past conduct.
- A pupil against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and TGS policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

Where neither children's social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

**Working with parents and carers:** TGS will, in most cases, engage with the parents of both the victim and the perpetrator and will consider carefully what information they provide. It is good practice for TGS to meet the victim's parents with the victim present to discuss safeguarding arrangements and also good practice to meet the perpetrator's parents to discuss what arrangements are being put in place, such as moving them out of classes.

### **EYFS – Additional requirements**

This Safeguarding Policy, which applies to whole school, also applies to the EYFS and details our procedures for safeguarding in the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse, which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in well-being, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children.

<https://www.google.co.uk/safetycenter/families/legends/>

Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with the Islington Safeguarding Children Partnership criteria, as required by KCSIE (2024). All staff are provided with copies of key documents which they are required to sign to confirm they have read and understood. For staff who cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British Values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware

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of the systems which supports safeguarding in our school and these are explained to them, as part of their staff induction. This includes:

- the child protection policy (safeguarding policy); the identity of the DSL and Deputy DSL's and information about their roles (such as the implications for mental health and pastoral care and how to identify pupils at risk of radicalisation);
- the staff code of conduct (which covers as a minimum, acceptable use of technologies, staff pupil relationships and communications, including via social media and whistleblowing);
- Part One of KCSIE (2024) and 'Annex A' (which includes some types of abuse formerly mentioned in Part One of KCSIE) and copies of policies (such as behaviour management policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying);
- Staff Code of Conduct (which includes Whistleblowing, acceptable use of IT, staff/pupil relationships and communicating with parents including use of social media)
- Ensuring all staff are sensitised to act when any incident may be referred to as bullying, tyrannize, terrorise, intimidate, harass, etc., even if the alleged person has no history of that behaviour.

In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. Our staff are also made of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Our staff are made aware of the process for making referrals to CSCT and statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary.

Following consultation with Islington Safeguarding Children Partnership, all staff members and the Principal/Proprietor will undertake appropriate child protection training regularly i.e. every three years as a minimum for all staff (TGS provides an annual update to all staff), with the DSL and Deputy DSL's attending training every two years in line with requirements within KCSIE (2024) including inter-agency working, and an annual refresher, as required by the Islington LSCP. Such training will include local inter-agency protocols and training in the local authority approach to Prevent duties. Prevent training is included at the beginning of school year INSET; utilising the Home Office e-learning tool.

**Listening to the wishes of children and young people:** If TGS becomes aware that a child is at '*risk of harm*' or '*in need*', a referral to the CSCT will be completed. It is critical that our pupils have an adult who they can trust and TGS ensures that there are appropriate systems so pupils know who they can turn to and that staff will listen to them. These include the School Council, Class teachers, the Staff; Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Childline. TGS actively encourages a sensitive and open 'listening' environment in which staff and pupils may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

**Looked After Children:** The Proprietor will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. School staff will always participate in looked after reviews and meetings. This includes the child's social worker and virtual Principal, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status. In our school this person is the DSL.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

**Child Abduction and Community Safety Incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence, for example, as they start walking to school on their own, it is important they are given practical advice on how to keep themselves safe. We provide outdoor-safety lessons run by teachers to build children's confidence and abilities rather than simply warning them about all strangers.

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### **Cybercrime and Commerce:**

Commerce risks can include dangers such as cybercrime, identity theft, copyright, online gambling, inappropriate advertising, phishing and or financial scams.

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences.

**Children and the Court System:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for any crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds which explain each step of the process, support and special measures that are available.

**Children with Family Members in Prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

**Pupil Mental Health:** (Please also refer to TGS Mental Health Policy) TGS takes its responsibilities towards pupils that may be experiencing mental health difficulties seriously. We provide support including having links with therapists, psychiatrists and the NHS. Our school counsellors meet with and support pupils throughout their school journey. SLT/staff responsible for the safety and wellbeing of pupils operate an 'open door' policy to encourage pupils to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the pupil's safety within school and adhere to any advice and guidance we are given. We want to make sure our pupils are happy, healthy and thrive.

**Children who are absent from education for prolonged periods and/or repeated occasions:** We have appropriate safeguarding policies and procedures in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods. We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as, indicators of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (2024)

TGS has an admission register and an attendance register. We follow-up unexplained absences of any child with a telephone call from the nursery and school on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a child who is on a Child Protection Plan. Additionally, the DSL will notify the applicable local authority (within which the child resides) when not at TGS of any child who is going to be deleted from the admission register, where the child:

- has 10 days of more continuous absence from school without an explanation, or has been taken out of school by his/her parents and are being educated outside the school system e.g. home education; has ceased to attend TGS

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- and no longer live within reasonable distance of TGS, or has left school suddenly and the destination is unknown or has not taken up an allocated school place as expected;
- has been certified by a doctor as unlikely to be in a fit state of health to attend TGS before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend our school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and TGS does not reasonably believe he/she will be returning at the end of the period or, has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are absent from education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**Children in Private Foster Care:** The identify of all children must be checked upon their admission to the school. Where it is unclear whether they are living with their natural parents, closer investigation by a DSL is required. If a child is found to be privately fostered, Islington Children's Social Care must be immediately informed.

**Pupils being withdrawn from School:** If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and pupil protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless TGS has safeguarding concerns about the child in which case it will be CSCT.

**Notifiable Incidents:** This is an incident involving the care of a child that meets any of the following criteria:

- A child has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is **not** known or suspected);
- A child has been seriously harmed and abuse or neglect is known or suspected;
- A child in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident must be reported to Islington Safeguarding Children Partnership Child Death Overview Panel (CDOP) coordinator whose contact details are by telephone 0203 316 1950 and by Email: whh-tr.SPOC@nhs.net

Ofsted and the DfE along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013

**Records and the sharing of information with relevant agencies:** All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records, which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to TGS are recorded on the Inter-Agency Referral form. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the DSL. As part of meeting a pupil's needs we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in 'Working Together to Safeguard Children' (2023). Inter-agency working and information sharing are especially important to identify and prevent child sexual exploitation in particular.

**School website safeguarding statement:** To ensure the privacy and safety of pupils where children are named, only their first names are given. Where a pupil is named, no photograph of that pupil is displayed. Where a photograph is used which shows a pupil, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils. The school will not upload images that are in any way inappropriate. TGS follows a policy of seeking parent, guardian or carer's permission before using images, which show pupils on the website or in the local press. The list showing the pupils who are barred from appearing in the press, or on the website, is kept in the office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

**Staff Behaviour Policy (Staff Code of Conduct) - Power, Positions of Trust and Staff Behaviour:** (Guidance is provided in TGS *Staff Code of Conduct and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The staff Code of Conduct is wide-ranging and covers staff/pupil's relationships and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy. Staff must seek

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medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

**Low-Level Concerns:** Our Low-Level Concerns Policy enables all staff to share any concerns about their own or another member of staff's behaviour with the Designated Safeguarding Lead (the Principal) and the Deputy Designated Safeguarding Leads. Safeguarding and promoting the welfare of children is everyone's responsibility.

The term 'low-level concern' does not mean that it is insignificant, it means that an adult's behaviour towards a child does not meet the harm threshold set out in the Low-Level concerns Policy. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with the School's Staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

Although it is important that staff feel comfortable with, and are clear about, the concept of low-level concerns, and know what to do if they have such a concern, they do not need to be able to determine in each case whether their concern is a low-level concern, or if it is not serious enough to consider a referral to the LADO, or whether it meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination should be made by the Principal.

**Physical restraint:** Our policy on physical restraint is compliant with the Local Authority's 'Physical Restraint in Schools' guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention, of a nature that causes injury or distress to a pupil, may be considered under child protection or disciplinary procedures. In the EYFS setting parents must be informed on the same day or as soon as reasonably practicable if physical restraint has been used.

**Children who are particularly susceptible:** We recognise that some children are more susceptible to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures, which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances, such as young carers or those with special educational needs or disabilities.

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to CSCT and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

**Young carer:** A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

**Whistleblowing:** Our whistleblowing policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. TGS has regard to KCSIE (2024) and as a result has clear processes for reporting and recording allegations

**Working in Partnership and Responding to Parents and Carers:** TGS works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. Parents are welcome to approach the DSL if they have any concerns about the welfare of any child in the school. If preferred, parents may

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discuss concerns in private with the child's class teacher or the Principal, who will notify the DSL in accordance with these procedures.

**Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the Teaching Regulation Agency (TRA):** If a member of staff or volunteer tenders his or her resignation, is dismissed, or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the TRA (for Professional Misconduct) as soon as possible if the criteria are met. We also ensure that '*Compromise Agreements*' or '*ACAS Agreements*' never apply in such circumstances.

**Cooperation with the local authority:** We cooperate entirely with any investigation carried out by the local authority, including those involving the LADO, in conjunction with the Police. Our policy is in accordance with the guidance provided in KCSIE (2024).

**Confidentiality:** We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. TGS will co-operate with MASH and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of 'Working together to Safeguard Children' (2023). Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

## **APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS, WHICH ARE IDENTIFIED IN KEEPING CHILDREN SAFE IN EDUCATION 2024**

**Types of Abuse and Neglect Including Specific Safeguarding Issues:** We are aware that abuse, neglect, and exploitation issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**PHYSICAL ABUSE: The nature of 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.

**Indicators of physical abuse/factors that should increase concern include:**

- multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

**EMOTIONAL ABUSE: Definition of emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their own views, deliberately silencing them or 'making fun' of what they say or they communicate. These may include interactions or expectations which are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems, or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**The nature of emotional abuse:** Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children.

**Indicators of emotional abuse:** Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

**Behaviour:** acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc.); neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; depression; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; arriving early at school, leaving late.

**Social issues:** withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

**Emotional responses:** extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this?"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

**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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

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inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their susceptibility as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation

**Indicators of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

**Indicators of sexual abuse: Physical observations include** damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical

problems such as chronic itching; public masturbation; eating disorders; reduced school attendance; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive.

### Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex can be a victim.

**NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Indicators of neglect:** Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

**Behavioural indicators of neglect include:** constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies; running away. Be mindful that an adult may fabricate or induce illness in a child.

**Physical indicators of neglect include:** constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing clothes unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

**CHILD-ON-CHILD ABUSE:** Our staff are clear as to the school's policy and procedures with regard to child on child abuse and we follow KCSIE 2024 and WTTSC. See paragraph '**Concerns and allegations of abuse made against other children (Child on child Abuse) inclusive of sexting and banter**' for the procedures we take to minimise the risk of child on child abuse and how allegations will be investigated and dealt with.

**FEMALE GENITAL MUTILATION (FGM):** This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### Circumstances / symptoms that may point to FGM happening:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesian and Pakistani);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after an absence/reluctance to undertake usual medical examinations and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

**Mandatory reporting duty:** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with

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the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures

**Indicators of FGM:** Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-42 of Multi-agency statutory guidance on female genital mutilation. <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

**HONOUR-BASED ABUSE (HBA):** So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

**Indicators of Honour-Based Abuse:** If the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive, the explanation does not match the injury, no explanation is forthcoming, the child (or parent/carer) is secretive or evasive about the injury.

**Actions if HBA is suspected:** If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

**FORCED MARRIAGE:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK ([www.gov.uk](http://www.gov.uk)) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcd.o.gov.uk](mailto:fmu@fcd.o.gov.uk).

**DOMESTIC ABUSE:** The Home Office define domestic abuse as: *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality"*.

Significant harm from domestic abuse can include: psychological, physical, sexual, financial or emotional abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to MASH or Children's Services and/or the Police as necessary. In circumstances where there have been three known incidents of domestic abuse, a referral must be made to MASH. Repeated patterns of non-physical behaviour (coercive and controlling behaviour) within relationships is considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

**BULLYING** – Also refer to our anti-bullying policy. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring

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- Racial: taunts, graffiti and gestures; Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

#### **Signs that may indicate bullying:**

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

**SELF-HARM AND SUICIDAL BEHAVIOUR:** Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

**RADICALISATION:** KCSIE (2024) defines radicalisation as 'refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to susceptibility which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

## **APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, AND THE PRINCIPAL WHO IS ALSO THE PROPRIETOR:**

**DSL and Deputy DSL:** They are members of TGS Senior Leadership Team (SLT) with the status and authority to carry out the duties of the posts of DSL/Deputy DSL and /Deputy Prevent Officers. The DSL for the EYFS whilst having delegated powers will ensure that the DSL is kept informed of all safeguarding matters relating to the EYFS. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below

The core responsibility of the DSL, who is a member of the SLT, is to take **lead responsibility** for safeguarding and child protection and to maintain an overview of safeguarding within TGS, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. The DSL, who has the status and authority within the school to carry out the duties of the post is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable, these duties will be carried out by the Deputy DSL. It is best practice for the DSL to hand over to a named Deputy DSL whilst away for a working day or more (for example for annual leave, conferences, training etc.) This is particularly important during school holidays, when Holiday Fun Club is running as well as the nursery. HFC leaders will be provided with a named DSL or Deputy each day to be in touch with to raise any concerns.

**Managing Referrals includes:** The DSL is expected to refer cases of suspected abuse to the local authority children’s social care as required;

- the LADO for child protection allegations which concern a member of staff or volunteer,
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to local authority children’s social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- to liaise with the Principal for Safeguarding issues and to keep links with the LADO;
- keep staff aware of child protection procedures and ensure staff are alert to changes in children’s behaviour which could indicate that they may need help or protection.

**Work with others:** The DSL is expected to:

- Liaise with the Principal regarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. Additionally, the DSL will liaise with the local authority in order to obtain ‘early help’ and support for pupils in accordance with Section 17 Children Act 1989.
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

**Undertake training, which includes:** the DSL and deputy DSLs undergo training specific to be updated every two years. In addition, they refresh their knowledge and skills in order to keep up to date with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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***Raise Awareness, which includes:***

- ensuring that TGS child protection policies are known, understood and used appropriately;
- ensuring that TGS child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensuring the policy is made available publicly and parents being made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- linking with Islington Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policy of safeguarding;
- following up unexplained absences of any child with a telephone call from TGS on the morning of the first day of absence and raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBT) pupils.

***Child protection File:*** Where children leave TGS, we ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and a conformation of receipt should be obtained

**Miss Emma Gowers as the Principal/Proprietor** has a corporate responsibility for all safeguarding matters relating to the children of TGS. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Principal will:

- liaise with the Senior Leadership Team, the DSL and Deputy DSLs, holding them to account on matters relating to safeguarding and also liaise with Islington Safeguarding Children Partnership and LADO as and when required by this policy;
- the Principal and Senior Leadership Team, of one other DSL and three deputy DSLs liaise in order to jointly produce the written annual review and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols;
- monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the nursery and/or school, if the policy is known in practice by talking to a number of staff and volunteers to see if they would know who to go to in the case of suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (2023) through effective communication and cooperation with local agencies.
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of children is dealt with in accordance with TGS Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith;
- ensure that children's safety and welfare are addressed through the curriculum;
- be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.
- Where a child leaves TGS any child protection file should be transferred to the new setting/school, separately from any other information, ensuring secure transit as soon as possible and a receipt should be obtained

### **APPENDIX 3 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)**

The role of the LADO is set out in *Working Together to Safeguard Children (2023)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child needs protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual

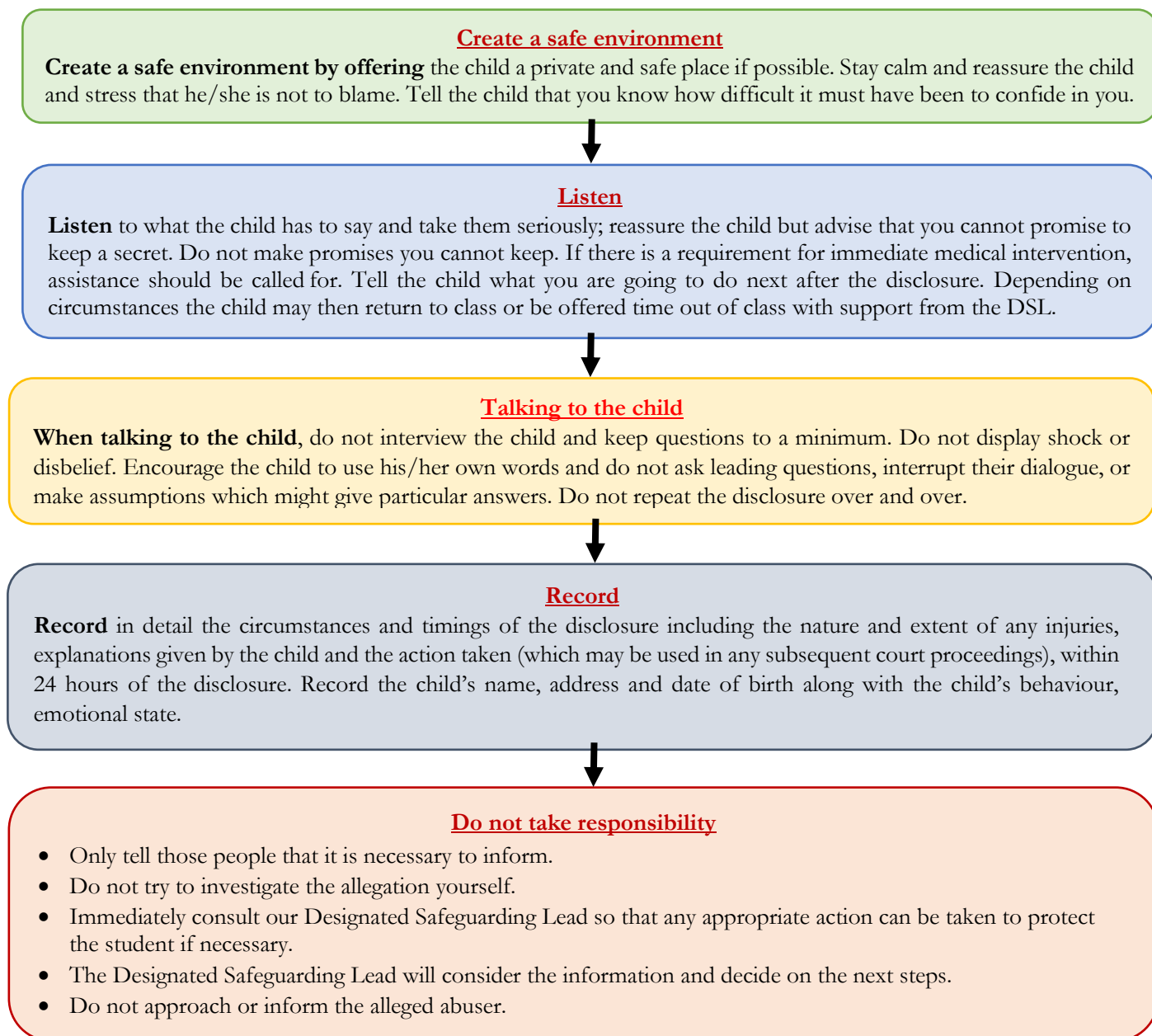
The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

## **APPENDIX 4 – WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, A FLOW CHART FOR ALL STAFF, VOLUNTEERS AND PROPRIETORS**

The following sequence of events should be adhered to:



For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 0207 361 3013

## **APPENDIX 5 - A CHILD PROTECTION GUIDE - CUE CARD**

(The document below is given to staff and volunteers to be carried at all times as folded A6, two-sided, crib card)

### **A Child Protection Guide - A Cue Card**

**We are committed to safeguard and promoting the welfare of all at our school.**

**A code of good practice for staff and volunteers designed for you to keep with you – Carry it.**

**A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.**

#### **What happens if:**

##### **You suspect a child is being abused or neglected:**

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

##### **A child discloses to you abuse by someone else**

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

##### **You receive an allegation about a member of staff or yourself**

1. Immediately inform the DSL of the allegation.
2. Record and date the details of the allegation in writing.

**Do** treat everyone with respect

**Do** provide an example of behaviour you wish others to follow

**Do** plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

**Do** respect a young person's right to personal privacy

**Do** provide access for young people to talk to others about any concerns they may have.

**Do** recognise, and allow for, the special needs of young people with disabilities and learning difficulties

**Do** encourage young people with disabilities and learning difficulties

**Do** encourage children and adults to point out attitudes and behaviour that they do not like

**Do** avoid inappropriate physical or verbal contact with young people

**Do** remember that someone else might misinterpret your actions

**Do** respect the cultural, religious and ethnic backgrounds of others

**Do** recognise that caution is required even in sensitive moments of counselling

**Do** avoid situations that compromise your relationship with young people

**Do NOT** permit abusive peer activities (e.g. bullying racism or others)

**Do NOT** judge or jump to conclusions about others

**Do NOT** show favouritism to any individual

**Do NOT** be drawn into attention seeking behaviour, such as crushes/tantrums

**Do NOT** make inappropriate remarks or gestures

**Do NOT** rely on good reputation

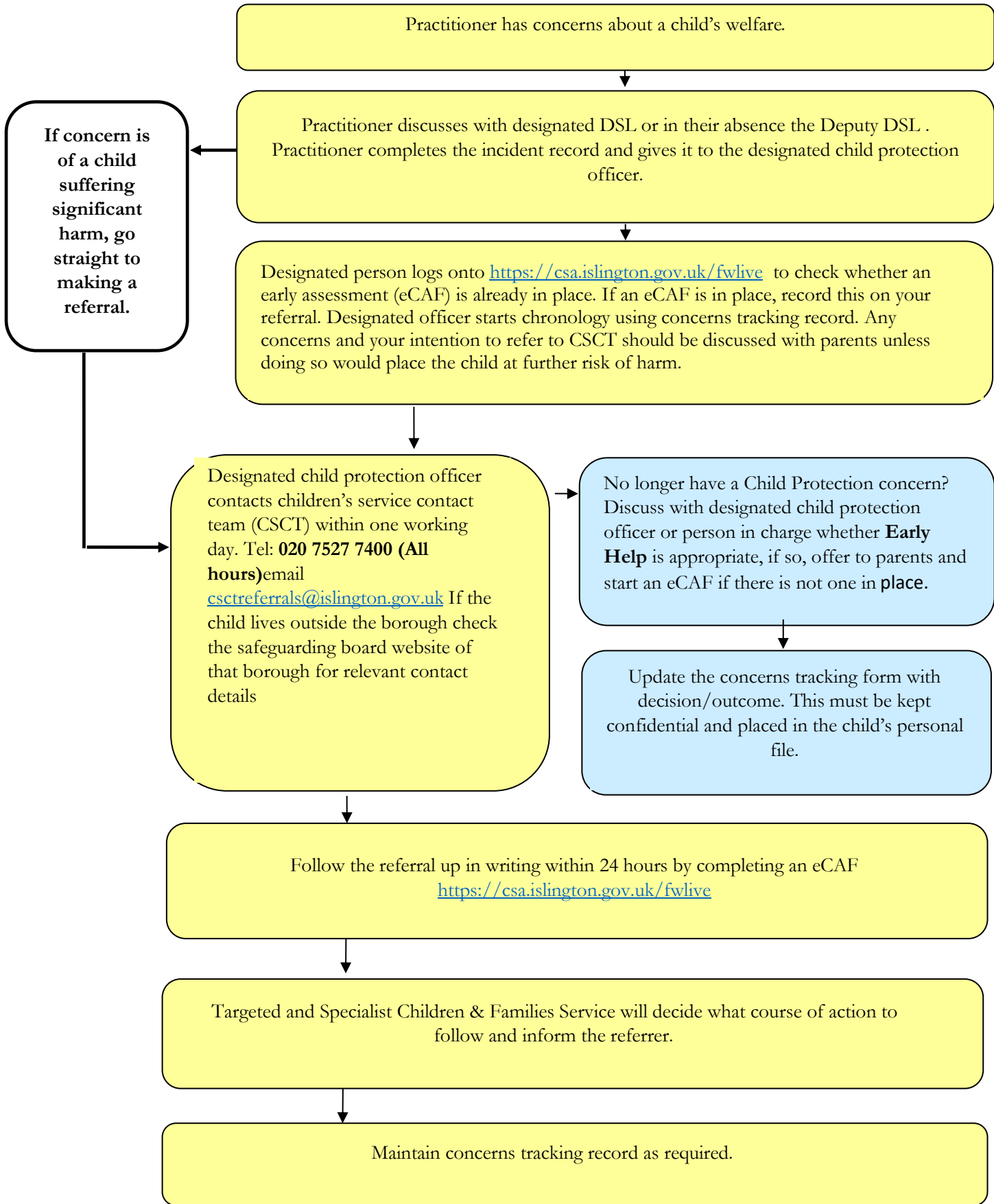
**Do NOT** believe 'it could never happen to me'

**Do NOT** interview or meet with children in private or outside of school

**Do NOT** let concerns or allegations of abuse go unrecorded

**Do NOT** play physical contact games with young people.

**APPENDIX 6 – MAKING A CHILD PROTECTION REFERRAL TO CHILDREN’S SERVICES CONTACT TEAM**





## APPENDIX 7 ALLEGATIONS MADE AGAINST A MEMBER OF STAFF

