



CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Child Protection and Safeguarding Policy
based on Keeping Children Safe in Education, 2018
DfE statutory guidance

Responsibility:	Governing Body/Trust
Updated:	September 18
Approved by Board:	
Next Review Date:	September 19

City of London Primary Academy – Islington (COLPAI)

Child Protection Policy

Key Safeguarding Contacts:

The Designated Governor for safeguarding and child protection is: *Mary Robey*

The Designated Safeguarding Lead (DSL) for child protection is: *Kim Clapham – Head Teacher*

The Deputy Designated Safeguarding Leads are: *Tina Chawla – EYFS/KS1 Lead, Emily Robey*

The Designated Teacher for children looked after/previously looked after (CLA) is: *Tina Chawla*

The Designated Manager for Allegations against Staff and Volunteers is: *Kim Clapham*

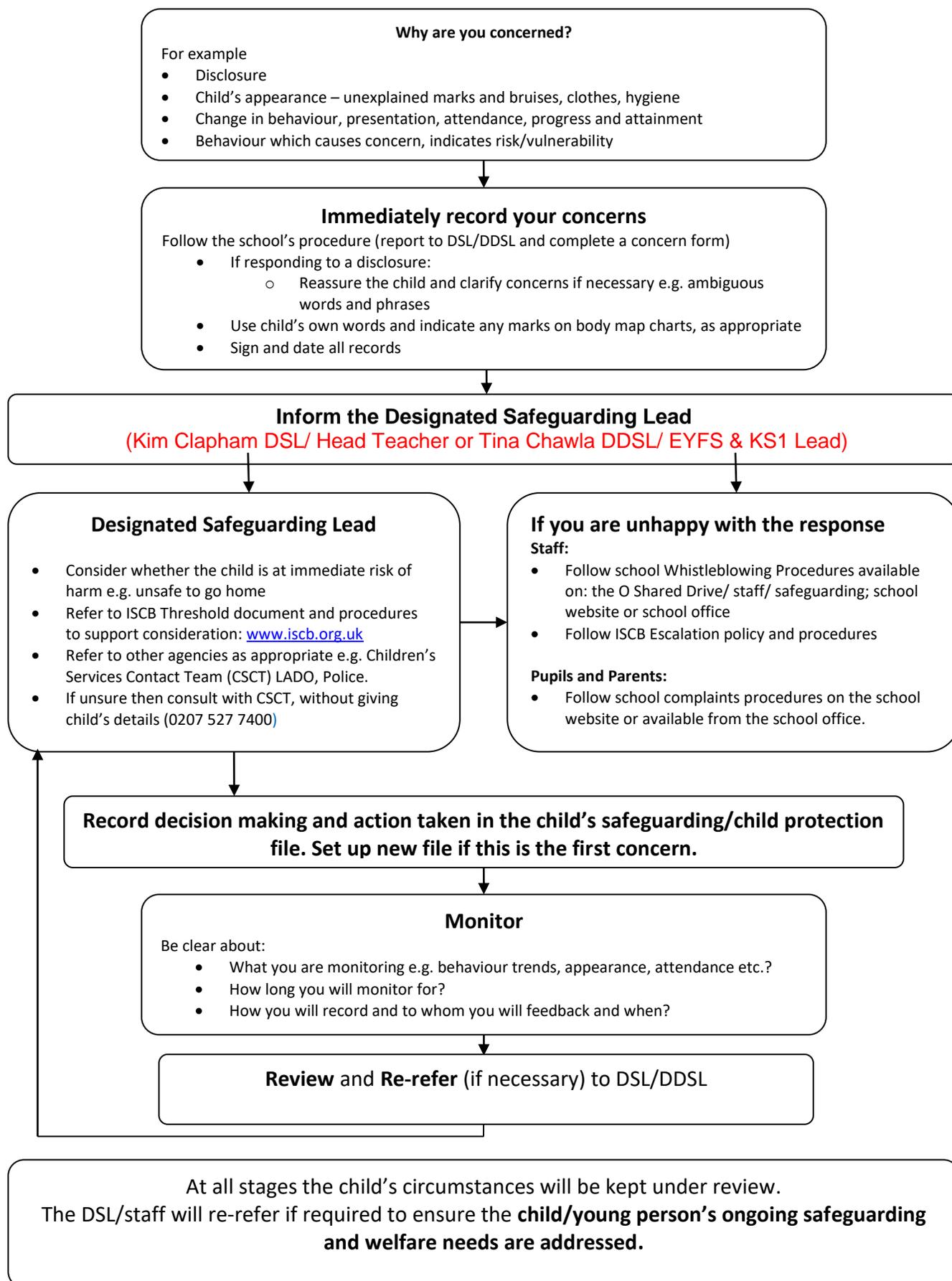
This policy was reviewed and adopted by the Governing Body on: **03.09.2018**. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before **03.09.2019**

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents

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What to do if you have a welfare concern in COLPAI



1. Introduction and Ethos

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

COLPAI recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.

COLPAI recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Our school core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children
- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

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

2. Definitions

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

Within this document:

- **Safeguarding:** Working Together to Safeguard Children, 2018 defines safeguarding as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best life chances.

¹ Keeping Children Safe in Education (DfE, 2018)

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

- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to pupils of our school; the policy will also extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

The Statutory Framework

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

This includes:

- Working Together to Safeguard Children (DfE 2018) (WTSC)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all school and college staff and APPENDIX 1(DfE, September 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf
- London Safeguarding Children Procedures, March, 2018 <http://www.londoncp.co.uk/>
- Children and Social Work Act 2017
- Early Years and Foundation Stage Framework, 2017 (EYFS)
https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>

Annual Review

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Related Policies

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with related policies listed below:

- Behaviour Policy
- Use of reasonable Force
- Anti- Bullying Policy (including cyberbullying)
- Online Safety and Social Media
- Prevent duty (radicalisation and extremism)
- Personal and Intimate Care
- Children Missing Education
- Data Protection (including GDPR) and Information Sharing
- Sex and Relationships Education
- Staff Behaviour Policy/Code of Conduct for Staff (including Acceptable Use of Technology)
- Health and Safety including Risk Assessments (e.g. school trips, use of technology) and First Aid and Accidents
- Safe Recruitment
- Whistle-Blowing

All staff and volunteers of COLPAI recognise that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.

Supporting Guidance (to be read and followed alongside this document)

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

These documents can be found in the **staff shared drive** in the folder: **CP related documents**

3. Context

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

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

4. Key Responsibilities

The Governing Body

- The Governing Body holds overall responsibility for the child protection and safeguarding functions of COLPAI and will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Islington Safeguarding Children Board (ISCB), including local protocols for assessment and the ISCB's threshold document.
- Our school has a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that the school has an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The governing body have read and will follow KCSIE 2018.
- A member of the governing body is nominated to be responsible for liaising with Islington Council's Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Head Teacher. This name of this governor is **Ann Holmes, Chair of Governors**.
- The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body will seek advice from and work in partnership appropriately with Islington Council in fulfilling its safeguarding and child protection responsibilities.
- Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.
- The Designated Safeguarding Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead regarding child protection issues. This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.
- Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Head Teacher.

Responsibilities of the Head Teacher

The Head Teacher is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff
- case holding staff are able to take part in strategy discussions/meetings, initial and review child protection conferences, core group and Team around the Child Meetings and other inter-agency meetings which contribute to the assessment of children including writing reports for conferences
- all concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy. We recognise that it is not the responsibility of children to raise concerns
- sufficient resources and time are available to enable the Designated Safeguarding Lead (DSL) to carry out their duties
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the school, including having Deputy Designated Safeguarding Leads who have the role added to their job descriptions.

Designated Safeguarding Lead (DSL) and Deputy DSL

- The school has appointed a member of the leadership team **Kim Clapham - Head Teacher** as the Designated Safeguarding Lead (DSL). **Tina Chawla EYFS/ KS1 Lead** has been appointed Deputy DSL. The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL and DDSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Board in line with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (such as e-Bulletins, conferences, local meetings, other training etc.) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in *exceptional circumstances* availability via phone and or Skype or other such mediums is acceptable.
- The school has identified additional staff to deputise for the DSL. Deputy DSL has attended appropriate training which enables them to fulfil this role. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

The Designated Safeguarding Lead and Deputy Designated Safeguarding lead will:

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

Staff and volunteers

Due to their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. ***It is not the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL as a matter of priority or, in his/her absence, to the nominated deputy DSL.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning
- identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
- take appropriate action to prevent safeguarding concerns escalating, working with other services/agencies as appropriate
- be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

All staff and volunteers in COLPAI take individual responsibility for knowing what to do if a child tells them he/she is being abused or neglected. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s) as soon as possible.

Children and Young People

Children and young people will:

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

Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online

- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

A statement on our website, in the Starting School Handbook and accompanying induction meeting informs parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.

Parents can obtain a copy of the school Child Protection Policy and other related policies on request from the school office and can view them via the school website <https://www.colpai.org.uk>

5. Recognition and Types of Abuse and Neglect

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in **Appendix 1**. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' (2018) and 'What to do if you are worried a child is being abused' (2015).

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

Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

6. **Safeguarding and Child Protection Procedures**

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. COLPAI adheres to the London Safeguarding Children Procedures (Online, April, 2018). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website www.islingtonscb.org.uk

All action is taken in accordance with the following guidance;

- London Child Protection Procedures (2018)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- Information Sharing advice for safeguarding practitioners (2018)
- 'What to do if you are Worried About a Child Being Abused' (2015)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- ISCB Threshold Document (2015)
- ISCB Child Neglect Toolkit (2015)
- ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings (2018)
- The Assessment Framework for Children in Need and their Families (2000)

These documents can be found in the **staff shared drive** in the folder: **CP related documents**

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart '[What to do if you are worried about a child/young person](#)' on page 4.

The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE 9:2018) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.

All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE, 2018 for further details.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case so that they can reassure themselves the child is safe and their welfare is being considered. If after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the head teacher or safeguarding governor.

If after a referral to CSC a child's situation does not appear to be improving, the DSL (or the person who made the referral) will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCB procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).

Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

These procedures apply to all staff working/volunteering in the school and will be covered in training to enable everyone understands their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**

All staff are aware that children with disabilities, special needs language delay and/or where English is not their first language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

7. Early Help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

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

All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment or request targeted family support, e.g. Families First or IFIT. The DSL will keep

all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

8. Team Around the Child (TAC)

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a TAC to assess the child's needs and decide 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, young person or family.

TAC supports particular elements of good professional practice in joined-up working, information sharing and early intervention. The TAC is a model of service delivery that involves

- a joined-up assessment (usually an Early Help Assessment)
- a lead professional (LP) to coordinate the work
- the child / young person and family at the centre of the process
- a virtual or flexible multi-agency team that will change as needs change
- coordination at the point of delivery
- a TAC support plan to meet the needs of the child / young person
- regular meetings to which the child / young person and families are invited to attend.

9. Looked After Children

If the child in question is a [Looked-After child](#), this will also be brought to the notice of the Designated Safeguarding Lead with responsibility for children in public care.

Designated Lead for Looked After Children **Kim Clapham and Emily Robey**

The Designated Lead for Looked After Children will be responsible for liaising with the SENCo and outside professionals to ensure that the Looked After Child's Personal Development Plan (PEP) is implemented and adapted for the new setting and meets the current needs of the child. The child will be assessed on entry to school whether, mid phase or the beginning of the year, and their progress tracked in line with the school assessment policy.

10. Consent

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to CSC, parents will be informed unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.

11. Record Keeping

Staff will record any welfare concern that they have about a child on the COLPAI safeguarding concern form (**see appendix 2**) with a completed body map if injuries have been observed and pass them without delay to the DSL. Records will be completed as soon as possible after the disclosure/incident/event, using the child's words where appropriate, and will be signed and dated by the member of staff concerned.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Safeguarding concern forms (**appendix 2**) are kept in the school office and on the shared/staff area of the school network.

Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding and child protection records are shared with staff on a 'need to know' basis only.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2018. These will be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB [Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, June, 2018](#)
See appendix 4d.

12. Confidentiality and Information Sharing

COLPAI recognises that all matters relating to safeguarding and child protection are confidential. The Head Teacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in **appendix 3**.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the POSIE to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

DfE Guidance on Information Sharing (July, 2018) provides further detail. These documents can be found in the **staff shared drive** in the folder: **CP related documents**

13. Inter-agency Working

COLPAI recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

COLPAI recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

14. Complaints

The school has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. This can be obtained on request from the school office or from school website <https://www.colpai.org.uk>

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be obtained on request from the school office or from school website <https://www.colpai.org.uk>

15. Staff Induction, Awareness and Training

All members of staff have been provided with a copy of part one of “Keeping Children Safe in Education” (2018) which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. School leaders and all members of staff who work directly with children should also read Annex A as part of Keeping Children Safe in Education 2018 and must sign to confirm that they have read and understood Part One and Annex A. This information is kept in the individual HR files and recorded on the single central record.

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school’s internal safeguarding procedures and communication lines. As a minimum, this will include

- the child protection policy
- the behaviour policy
- the staff behaviour policy (sometimes called a code of conduct)
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- Respond appropriately to safeguarding issues and take action in line with this policy
- Record concerns in line with the school policies
- Refer concerns to the DSL and be able to seek support external to the school if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, truancing and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates via e-Bulletins, staff meetings or briefings and other training as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff members (including temporary staff) will also be made aware of the school’s expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape

safeguarding arrangements and the safeguarding policy. All staff contributed to the review of the Safeguarding Policy during INSET held on 03 September 2018. Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.

The DSL will maintain an up to date register of who has received safeguarding and child protection training, including Prevent and will provide an annual update to the Governing Body as part of the annual safeguarding report.

Although the school has a nominated lead for the governing body (**Mary Robey**) all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

COLPAI evidences all staff have received safeguarding and child protection training and read and understood essential documentation and policies, **see appendix 6**

16.Safe Working Practice

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found in the shared staff network.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Online Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.

17.Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with children and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a child for their own protection or

others' safety, this will be appropriately recorded and reported to the Head Teacher and parents/carers. Any physical restraint used will comply with DfE and LA guidance.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. Staff and volunteers must report any child who falls ill on a school trip to the DSL on return to school.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical/Care Plan that has been agreed with the parents/carers and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with children. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of children will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with children outside of the school/centre (including the use of digital / social media such as 'friending' children/parents online, etc.). Home visits to children or private tuition of children should only take place with the knowledge and approval of the Head. Visits/telephone calls by children to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head Teacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Head Teacher. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents/carers. This is available from the office.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, or other school approved communication systems with children or parents/carers, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to children or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of children or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Head Teacher or one of the Safeguarding Leads if the Head Teacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Head Teacher.

18. Contractors

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this by the member of staff commissioning them. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to children in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with, or provide services to children will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (e.g. because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they have contact with children. We will always check the identity of contractors and their staff on arrival at the school. Contractors are made aware of our Safeguarding Policy (short and long version available) and receive a summary safeguarding leaflet. They sign to say that they have read and understood our safeguarding procedures and protocols.

19. External Educational Visitors

COLPAI is part of a wider community and occasionally we invite educational providers such as storytellers, artists, musicians, speakers who enrich our student's experience of school, providing students with information that helps them make decisions at different phases of their education. We endeavour that this will help widen their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experiences.

Our responsibility to our students is to ensure that they are able to critically assess the information they receive and that the information is aligned to the ethos and values of the school and British values. We achieve this through the following protocols:

- All requests for outside speakers must be discussed with the Head Teacher.
- The EYFS & KS1 Phase leader or Head Teacher will request:
 - A biography of the speaker/ workshop leader or institution must be provided with the purpose clearly defined as to the information the speaker/visitor wishes to communicate. The information must align to the core values and ethos of the school and to British values. This must be discussed with the organiser prior to the request being made to the Head Teacher.
 - Whenever possible a notice period of no less than one month will be made prior to the speaker/visitor's proposed date at school.
 - An organiser for the visitor/speaker is provided who will be the liaison with the school.
 - The organiser must ascertain that all information communicated by the visitor/speaker must be lawful. When sufficient information has been collated the Head Teacher or EYFS/KS1 phase leader will be able to make a decision giving permission for the visitor/ speaker to come to COLPAI.

Further Guidelines:

School safeguarding procedures apply and visiting speakers should normally have photograph identity from their institution. They will issued with the 'Safeguarding Children at COLPAI document, which they are required to read and sign prior to entry into school. Visitors will then be issued with a visitors' badge which they must wear at all times. Visitors are accompanied in the buildings at all times. During the visit, staff will be present during the visit and when possible the Head Teacher will also attend. Members of staff will monitor that any communication aligns with the values and ethos of the school and British values.

In the unlikely event that communication does not meet this requirement, immediate action will be taken by the Head Teacher and staff to balance the information given. After the visit, an evaluation will be made as to whether the visit has met the needs of our children. Should the visit/speaker not meet the needs of our children then this will be clearly communicated to the visiting speaker/ institution by the Head Teacher.

20. Volunteers

Any parent/carer or other person/organisation engaged by the school to work in a voluntary capacity with children will be subjected to all reasonable vetting procedures and Criminal Records Checks.

There is no legal requirement to obtain DBS certificates for volunteers who are not in regulated activity and who are supervised regularly and on an on-going day-to-day basis by a person who is in regulated activity. An enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same Code of Conduct as paid employees of the school. Voluntary sector groups that operate within this school to provide off-site services for children or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the City of London and Islington Safeguarding Children Board.

21. Staff Supervision and Support

The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare. All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.

The school will provide appropriate supervision/1:1 support for all members of staff to ensure that:

- staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- all staff have regular reviews of their own practice to ensure they improve over time
- case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in **appendix 5**.

Early Years and Foundation Stage Provision:

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

22. Safer Recruitment

COLPAI is committed to recruiting staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.

The school has a written *Safer Recruitment Policy* and procedures in place to prevent people who pose a risk of harm from working with children, in line with statutory guidance, by ensuring:

- at least one person on any interview panel has completed safer recruitment training and interviews include a question related to safeguarding practice

- all applicants complete an application form, gaps in education and employment are explored and appropriate pre-appointment checks are carried out, e.g. references and DBS checks
- proportionate decisions on whether to ask for any checks beyond what is required are made by the chair of the interview panel
- all volunteers are appropriately recruited and supervised

COLPAI is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and meets statutory requirements.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.

We advise all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

23. Allegations Against Members of Staff and Volunteers

COLPAI recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. **Such allegations should be referred immediately to the Head Teacher** in line with KCSIE (para 38:2018) who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head Teacher then staff are advised that allegations should be reported to the Chair of Governors or directly to the LADO.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

COLPAI has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Human Resources Service.

For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy which can be found in the staff shared drive in the folder: *CP related documents* or can be requested from the school office.

24. Children in specific circumstances

Peer on Peer Abuse

All members of staff at COLPAI recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, sexually harmful behaviour and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

COLPAI believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 6, above and in accordance with ISCB procedures.

COLPAI will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behavior. COLPAI promotes a culture of supporting children within the school so that all pupils feel confident to ask for help and know who they can go to in school if they have a worry. The school also signposts organisations where children can access external support such as ChildLine. Further information can be found in related policies: Anti-Bullying Policy, Sex and Relationships Education Policy, Online safety and Acceptable Use Policy and in our Jigsaw PHSE scheme of work.

COLPAI is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance.

Further information about the school’s response to specific allegations of abuse against pupils can be located in (list relevant policies e.g. behaviour, anti-bullying, online safety etc.) Further information in relation to the school’s approach to “sexting” can be found in the school Online Safety Policy which can be obtained from the school office or from the school website: www

Pupils who have been experienced peer on peer abuse will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.

COLPAI is aware of and will follow the ISCB procedures (www.iscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children’s specialist services) as appropriate

Children Missing in Education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. The school will hold at least 2 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Pupil Services, Social Care or Police).

Children who are on child protection plans or are looked after by the Local Authority will have their attendance monitored closely by the DSL. Contact must be made on the first day with the school by parents and carers. Where contact is not made, referrals and contact will be made with Social Care or the Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

The school can lawfully delete a pupil from the admission register on the grounds prescribed in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 for the following reasons:

- Removed from school by parents and being educated at home.
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered.
- Has a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school
- Is in custody for a period of more than four months due to a final court order
- Has been permanently excluded
- Is registered at another school and written confirmation has been received from the proprietor of the other school
- Is required to attend another school named on a court order.
- Ceases to be of compulsory school age.
- Has died

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions. The school will follow up any absences, investigate and address the reasons and use every effort to improve attendance. If the school has exhausted all its efforts to improve attendance, a referral will be made to the Access & Engagement Service requesting statutory action via pupilservices@islington.gov.uk 020 7527 3747.

If a pupil leaves the school without notice being given by the parent or without the school being advised of the new address and/or school the pupil is to attend, the school will notify the Access & Engagement Service so that missing pupil procedures can be initiated using the Missing Pupil Alert. **See Appendices 4a 4b 4c** for CME related forms.

If there are child protection concerns, the appropriate referral will be made to the Children's Services Contact Team and/or the Police Child Abuse Investigation Team.

Child Sexual Exploitation (CSE)

All COLPAI staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

COLPAI identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

All staff and volunteers at COLPAI recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Trafficked and Exploited Children

- A trafficked child is coerced or deceived by the adult who brings them into the country.
- Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work.
- Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes.
- Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status.
- These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves.
- School staff should make a referral to Children's Social Care if they suspect a child has been trafficked.

Further information is available in „Safeguarding Children who may have been Trafficked“:

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-beentrafficked-practice-guidance>”

'Honour based' violence

Staff and volunteers at COLPAI are aware that so called 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

“FGM The Facts”:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf “FGM an Overview:”

<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the school and ISCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Female Genital Mutilation (FGM) mandatory reporting duty

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

Sexting

The term “sexting” relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often “shared” via social networking sites and instant messaging services.

COLPAI will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.

We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

If an incident involving sexting comes to your attention please follow the procedure below:

- Report the incident to the DSL or DDSL immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download in order to examine evidence– this is illegal.
- If a child shows you the imagery to bring it to your attention and you therefore view the imagery by accident, report this to the DSL or DDSL.
- Do not delete the imagery or ask the child to delete it.
- Do not ask the child/children involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the child/children it involves or their, or other parents and/or carers.
- Do not say or do anything to blame or shame any child/children involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

The School and DSL will refer to guidance from the UK Council for Child Internet Safety (UKCCIS, 2016), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Not dismissing or tolerating such behaviours as this risks normalising them.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Staff who become concerned about a pupil’s sexualised behaviour should speak to the designated safeguarding lead as soon as possible.

The school will use the Brook Traffic Light Tool and the NSPCC HSB Framework to guides identification and responses to sexually harmful behaviour. See links:

- <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- <https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf>

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

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

COLPAI recognises that protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.

The school has regard to the statutory Revised Prevent Duty Guidance, specifically paragraphs 5776 of the guidance, concerned specifically with schools.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

The school ensures that pupils are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering and will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Indicators of vulnerability to radicalisation are included at **appendix 7**.

All staff are expected to complete the online general awareness training module on Channel, http://course.ncalt.com/Channel_General_Awareness/01/index.html a programme focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The school is committed to building pupils resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making. Our school will promote the spiritual moral, social and cultural development of pupils and fundamental shared values through PHSE, Philosophy for Children and encourages pupils to develop positive character traits such as resilience, determination, self-esteem and confidence.

Where a member of staff has a concern about a particular pupil they should follow normal safeguarding procedures, discussing with the DSL and where necessary with children's social care.

The Department of Education has a dedicated telephone line 020 7340 7264 and email counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Domestic Violence Abuse

Domestic violence abuse is defined as:

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

This definition, which is not a legal definition, includes so called „honour“ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group. The harm caused to children can be significant – through emotional and physical abuse and/or neglect. From 2002 the definition of significant harm was amended to include:

“the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home”.

Therefore if staff are aware that a child is witnessing or hearing domestic violence, they should inform the Designated Safeguarding Lead, who should in turn refer the matter to the Children’s Services Contact Team in the borough that the child resides.

Private Fostering

Private fostering is an arrangement where a child or young person under the age of 16 (or under 18 if they are disabled) is looked after full time for more than 28 consecutive days by an adult who is not their:

- Parent, step parent or legal guardian
- Grandparent
- Brother or sister
- Aunt or uncle

The arrangement is made between the child’s parents and the private foster carer whose responsibility is the day to day care of the child.

Some common examples of private fostering. Private fostering often occurs where;

- A teenager who isn’t getting on with their parents goes to live with a friend’s family
- Parents pay someone to care for their children while they are away working or studying
- Children are sent from abroad to live
- Children are placed with a family friend or relative as a result of parental separation, divorce, arguments at home, or a parent being hospitalised

Safeguarding Children with Special Educational Needs and Disabilities

COLPAI acknowledges that children with special educational needs and disabilities can face additional safeguarding challenges. Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
- Speech, language and communication needs which may make it difficult to tell others what is happening.

COLPAI will ensure that children with special educational needs and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Online Safety

COLPAI recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The DSL and leadership team have read annex C regarding Online Safety within KCSIE, 2018.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and deputy DSLs, when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safeguarding within the school.

COLPAI identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

COLPAI recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.

Further information reading the specific approaches relating to this can be found in the schools Online Safety and Acceptable Use Policy, which can be obtained from the school office and found on the shared staff drive.

COLPAI will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

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

Detailed information about the school's response to online safety can be found in the school's Online Safety Policy and Acceptable Use Policies, a copy of which can be obtained from school office school and is shared on the school website.

Curriculum and Staying Safe

Our school recognises our essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

COLPAI will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety. At COLPAI we follow the Jigsaw PHSE scheme of work to support this work.

Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), stranger danger, road safety, keeping safe, healthy relationships, and online safety and 'sexting'.

Systems have been established to support the empowerment of children to talk to a range of staff so that pupils at COLPAI will be listened to, heard and their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support will include: This includes:

- School Council
- Worry boxes
- Buddy and peer-mentoring systems
- PSHE events
- Regular feedback questionnaires with groups of children
- Anti-bullying policy
- Jigsaw Scheme of work
- Regular assemblies focusing on empowering children to talk to an adult

The voice of the child is important at COLPAI. Listening and responding appropriately to the voice of the child is a critical part of good safeguarding practice. This is highlighted to staff during the induction and on-going CPD activities provided by the school/centre. We ascertain from students in the school the degree to which they feel safe here through regularly surveying and responding to their views; as well as providing open door access to the Head Teacher and Deputy Head Teacher. Student views on emotional well-being, bullying and mental health are sought and used as part of the implementation of the programme. COLPAI aims at all times to have a child-centred approach which considers the best interests of the child.

25. The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use premises will be refused.

26. Security

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within our policy Safeguarding and Child Protection Policy. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

27. Safety in school

No internal doors to classrooms will be locked whilst children are present in these areas.

Entry to the premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Head Teacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching children, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stop these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still images of their own child in school or on school-organised activities with the prior consent of the school and then only in designated areas. Recording and/or photographing of other children requires the consent of the school and other parents/carers whose children may be captured on film or photograph. Parents must be aware that some children's lives could be put at risk if photographs were to be shared publically without consent. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected. **See appendix 8** for school egress procedures.

28. Monitoring and Review

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

This policy has been written in September 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

The policy forms part of our school development plan and will be reviewed annually.

All staff should have access to this policy and sign to the effect that they have read and understood its contents.

The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

29. Local Support

Islington Children's Services Contact Team

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

csctreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101

Email: lad0@islington.gov.uk

Islington Police

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

Islington Safeguarding Children Board (ISCB)

iscb@islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959

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

Islington Family Directory

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

Appendix 1: Categories of Abuse

1. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2018 and staff who have direct contact with pupils should also read annex A.
3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE, para50:2018).

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
 - Displays of affection which are sexual and age inappropriate
 - Self-harm, self-mutilation or attempts at suicide
 - Alluding to secrets which they cannot reveal
 - Tendency to cling or need constant reassurance
 - Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
 - Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
 - Unexplained gifts or money
 - Depression and withdrawal
 - Fear of undressing for PE
 - Sexually transmitted disease
 - Fire setting
4. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot

- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for - inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: Safeguarding Concerns Form and Body Map

City of London Primary Academy Islington - Safeguarding Concerns Record

Child's full name	
Date of birth	
Class	Year

Description of concern (continue on the back if needed)

Your full name	Date
Position in school	Time

Action & Decision taken by Designated Person / Deputy Designated Person

Name	Position
Signed	Date

Appendix 2: Safeguarding Concerns Form and Body Map

The record does not form part of the child's school records, it will be retained by the Designated Lead and stored securely. It will be forwarded to the Designated Lead in any receiving school separately and under a confidential cover when the child leaves the school.

Guidance on completing concern forms

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Enter all admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you – they must write their own concern form
- Only write about one child on each concern form (use separate form for each child)
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use a concern form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes on a piece of paper whilst talking to a student or immediately afterwards, attach that to the completed concern form.
- Do not use email to send your concern, complete a hard copy. Emails get missed, sent to the wrong person and cannot be signed.
- Completed concern forms must be handed in person to the DSL.
- You must alert the safeguarding team to concerns immediately. Urgent concerns can take several hours to deal with so the earlier we can begin to investigate/report the better.
- Finally always ensure the concern form is signed and dated with the time.

Appendix 2: Safeguarding Concerns Form and Body Map

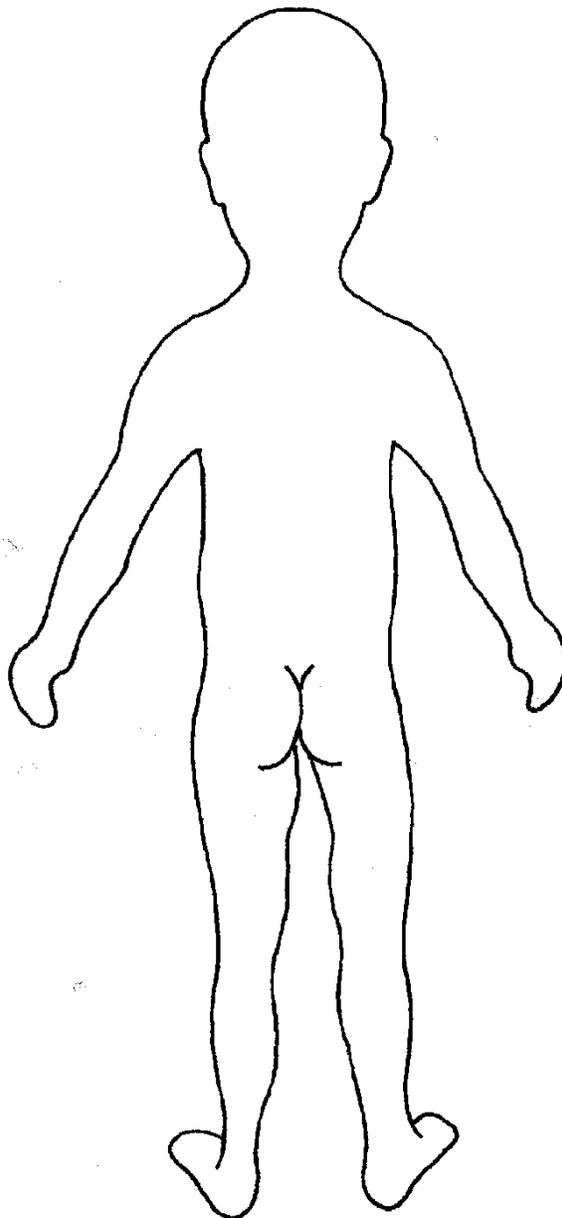
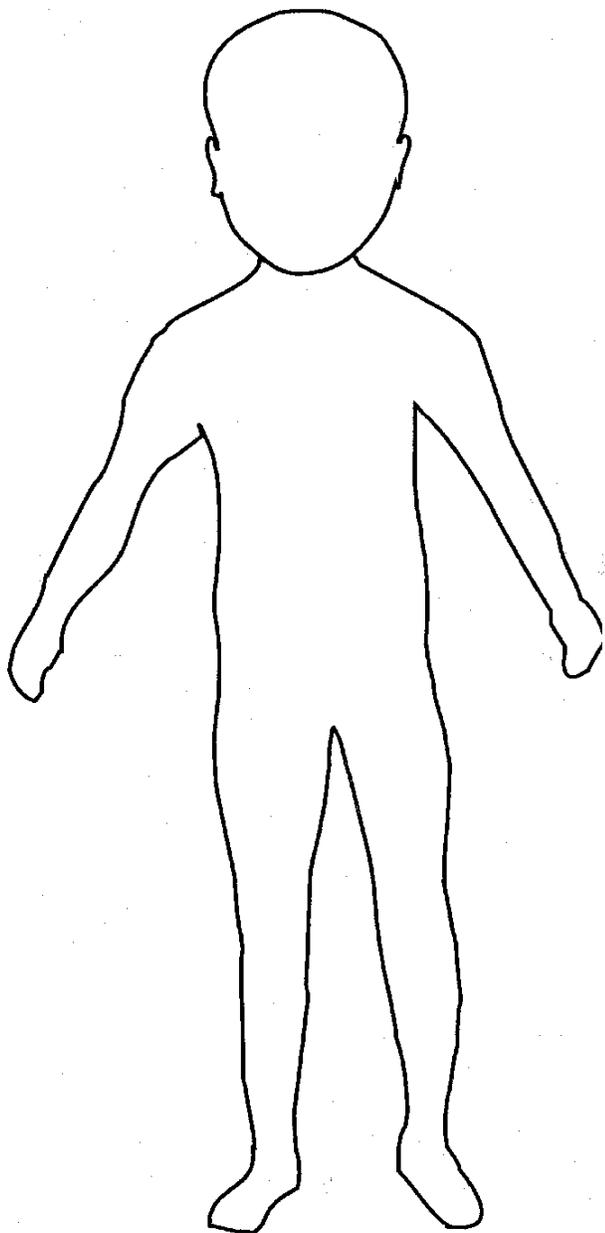
BODYMAP

(This must be completed at time of observation)

Name of Pupil: _____ Date of Birth: _____

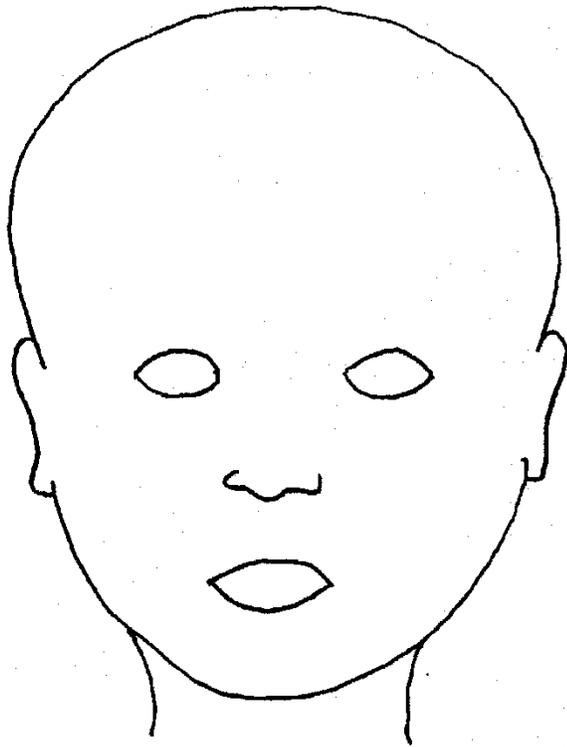
Name of Staff: _____ Job title: _____

Date and time of observation: _____

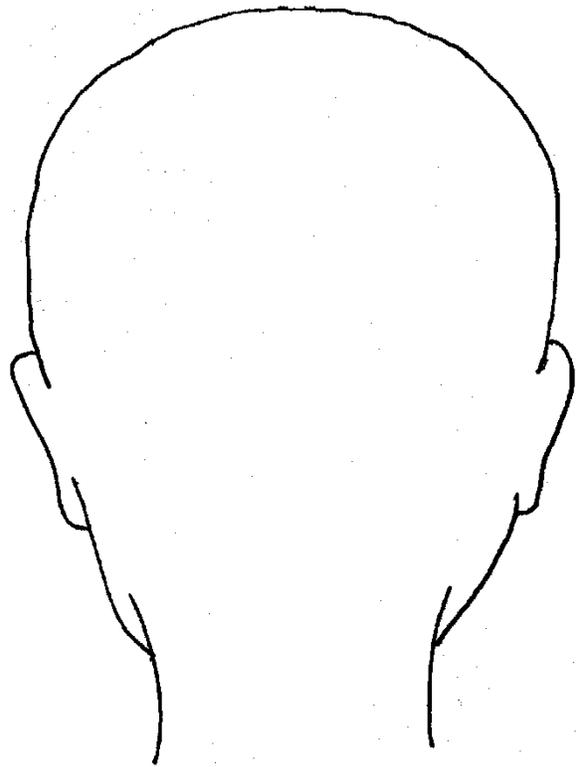


Name of pupil: _____

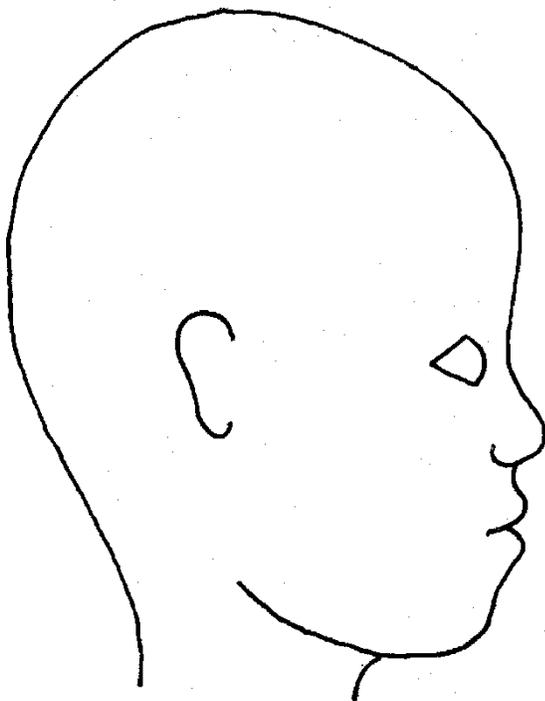
Date and time of
observation: _____



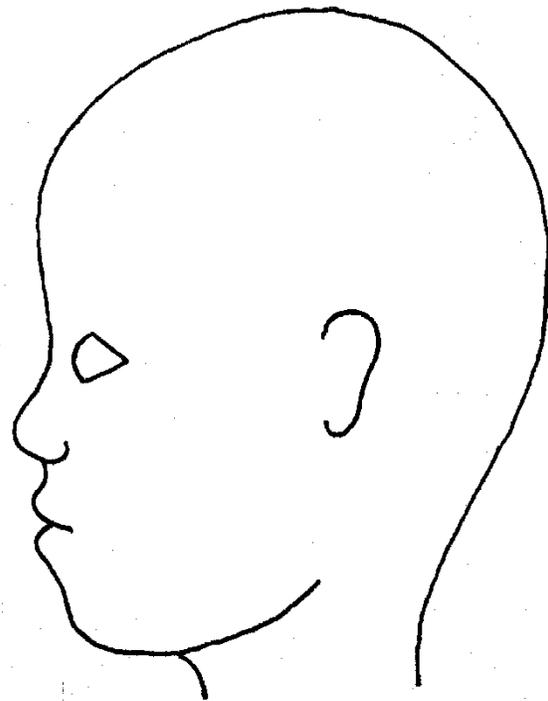
FRONT



BACK



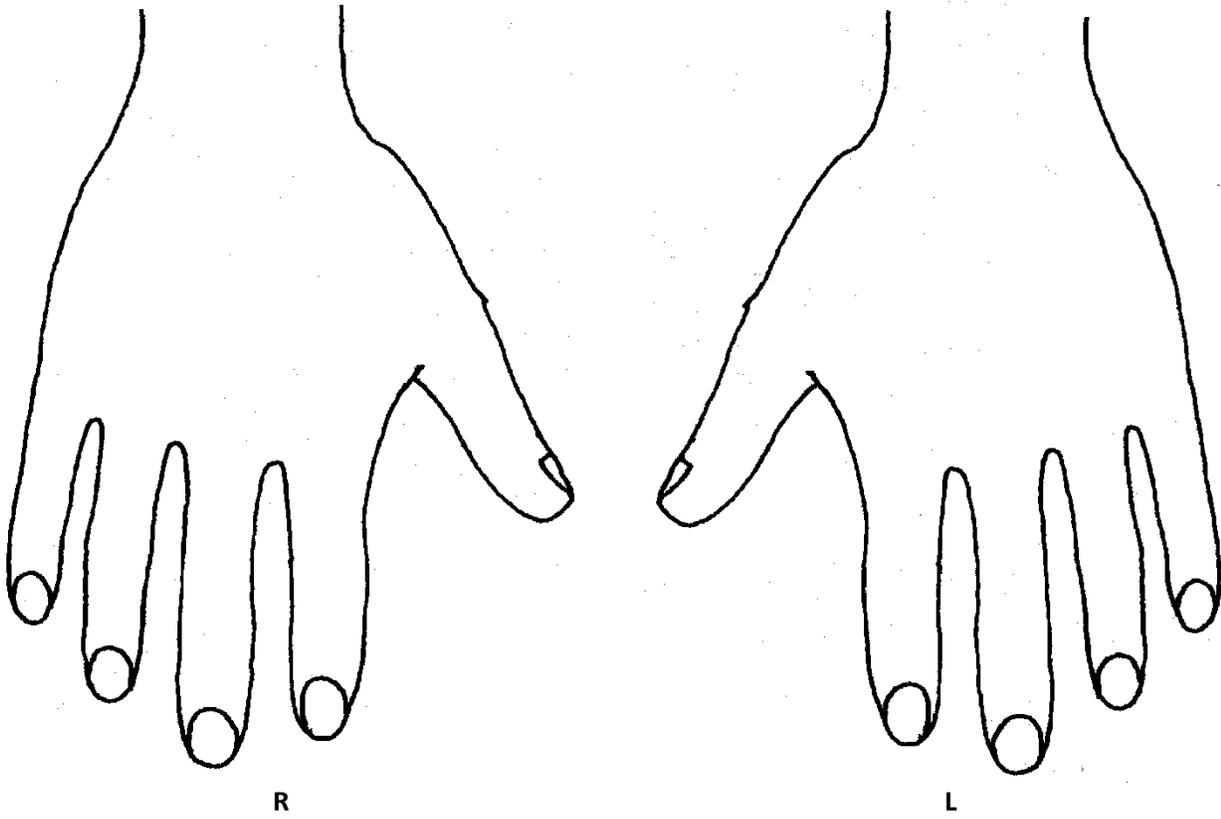
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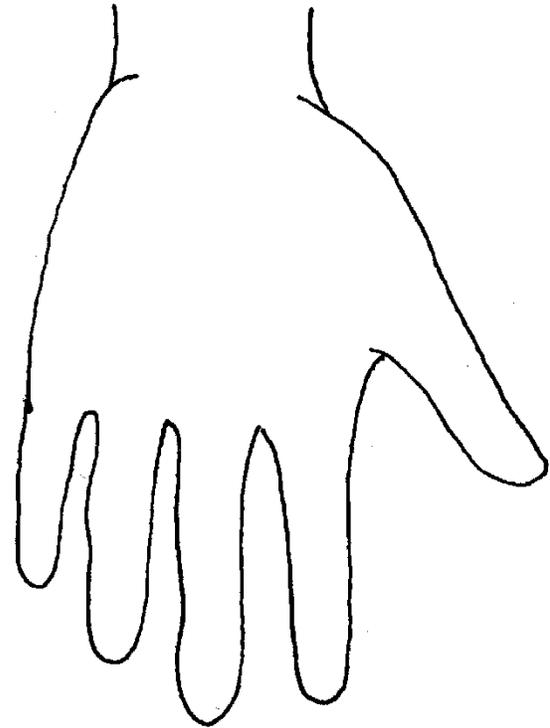
LEFT

Name of pupil:

Date and time of
observation:

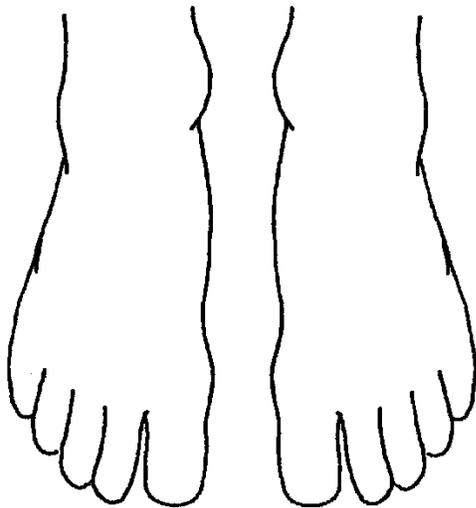


BACK



Name of Pupil:

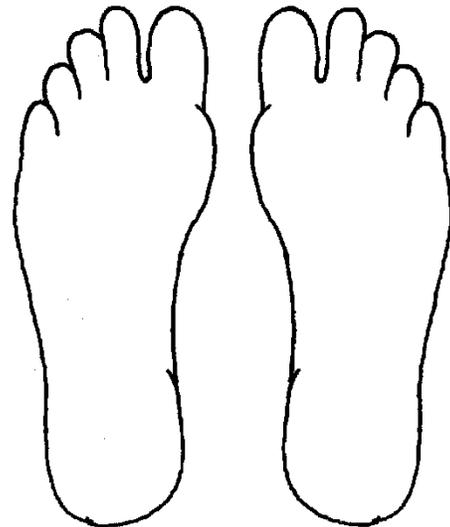
Date and time of observation:



R

TOP

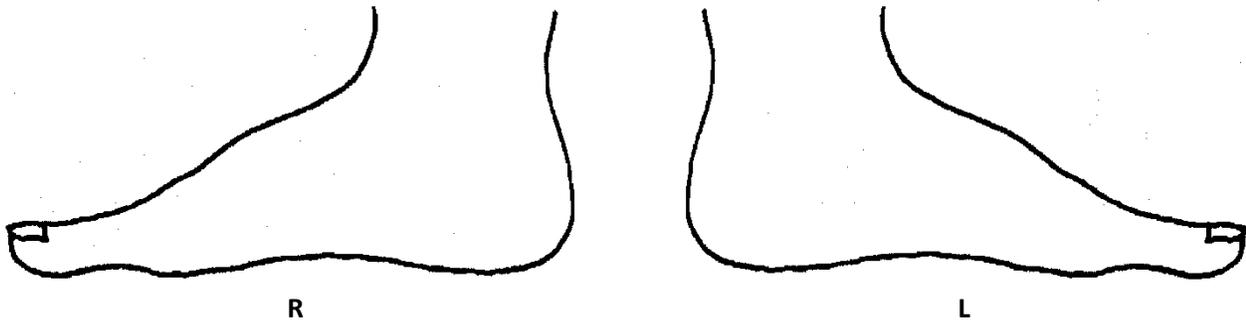
L



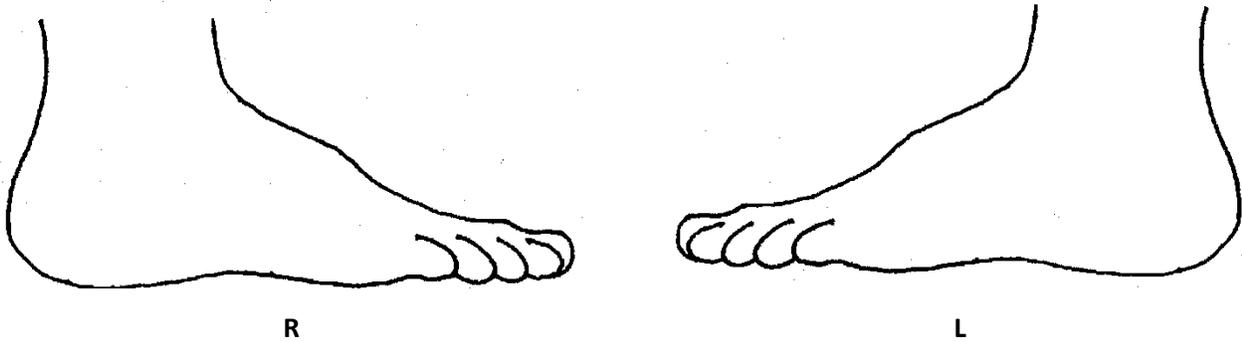
R

BOTTOM

L



INNER



OUTER

Printed Name,
Signature and Job title
of staff:

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

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

6. Relax

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

Appendix 4a – Missing Pupil Alert and Risk Assessment

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

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

PLEASE COMPLETE THE RISK ASSESSMENT OVERLEAF

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

14. Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.	
15. Inclement weather conditions where exposure would seriously increase risk to health	
16. Family/relationship problems or recent history of family conflict/abuse	
17. Family employment problems	
18. Family financial problems	
19. School or college problems	
Ongoing victim of bullying, harassment, or exploitation e.g. racial, sexual etc.	
21. Previously disappeared and suffered or was exposed to harm whilst missing	
22. Victim or potential victim, of forced marriage, FGM or trafficking, incl. for sexual exploitation	
Other risks Please comment on any other risks not covered above	
Summary of actions taken Include attempts to talk to child on mobile phone and attempts to contact friends & family.	
Completed by	
Date	
Signature	

Appendix 4b: LA Off-Rolling Notification Form

GOLDEN RULES

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

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

	New School		
Name of new school			
New school contact details			
Start date at new school			
Have you confirmed the pupil is attending?	YES/NO	Has the pupil"s CTF (Common Transfer File) been uploaded to s2s?	YES/NO

Has the new school requested the pupil file?	YES/NO	Has the new school been added to SIMS (School History – Tab 11) YES/NO Are there any safeguarding concerns? YES/NO If yes, what act	YES/NO
Are there any safeguarding concerns?	YES/NO	If yes, what actions have you taken?	
Reason for leaving			
Reason for leaving		1 2 3 4 5 6 7 8 9	

Declaration

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

Signed-----

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

Appendix 4c: Off Rolling Guidance

A pupil can lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006. The reasons below provide a summary. NB Islington's local protocol requires schools to notify the local authority of any pupil who has been absent for ten consecutive school days or more without permission using the Missing Pupil Alert. In such cases, the pupil must be kept on roll until the local authority authorises their deletion from the school's register.

Code

Reason

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

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

Appendix 4d- Receipt of Transfer of Child Protection/Safeguarding Records within Educational Settings Form

A: This section to be completed by the originating school:

Full Name of Child	
Date of Birth:	
Linked Files, e.g. another sibling’s record: (as applicable)	
Unique Pupil Number: (as appropriate)	
Unique Learner Number: (as appropriate)	
Full name of current educational setting:	
Name and contact details of current Designated Safeguarding Lead:	
Full name of receiving educational setting:	
Safeguarding/Child Protection record delivered: <ul style="list-style-type: none"> • In person: • Recorded delivery/registered post • Electronically Please record method	
Date file exchanged: (recorded as day/month/year)	
Signature of Designated Safeguarding Lead	
Date:	

Appendix 4 - Receipt of Transfer of Child Protection/Safeguarding Records within Educational Settings Form

B: This section to be completed by the receiving educational setting. Please ensure this completed form is returned to the originating setting without delay. The originating school should keep this receipt securely on their copy of the safeguarding/child protection file.

Full name of receiving education setting:	
Full address of receiving educational setting:	
Date record received: (recorded as day/month/year)	
Date receipt returned to original setting:	
Signature of Designated Safeguarding Lead	
Date:	

Appendix 5: National Support Organisations

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk

- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 6: Safeguarding Induction Record

Name	
Role	
Date	
Safeguarding Lead/Deputy	

We have met today to discuss the school safeguarding policy; to ensure that:

- all new members of staff are aware of the school protocol regarding child protection
- that all new members of staff have read the safeguarding policy and been given an opportunity to ask any questions they may have
- the emphasis we place on keeping children safe is clear; and that safeguarding practice is a core part of everyone’s role, not an add-on.

We have discussed the need for a ‘safer culture’ at COLPAI and how every member of staff is responsible for this.

We have covered:

- features of a safer culture (e.g., abuse and neglect could take place here, no secrets, our procedures, support for children and for you if a concern is raised, commitment to action,
- Code of Conduct, making clear what is acceptable and unacceptable behaviour
- who the nominated Safeguarding Lead is; and their deputies
- the concerns record, where to find it and the importance of recording and reporting
- child protection training
- e-safety and protecting the children and yourself online (including the school’s Acceptable Use Agreement)
- use of the school mobile phone while on trips / school journey
- ensuring 1st Aid procedures are employed at all relevant times
- whistleblowing procedures
- the importance of listening and responding to the child’s voice
- wearing your ID badge, challenging people who are not wearing a badge on the premises
- if in doubt – ask. It is ALWAYS ok to ask questions, and to ask again if you don’t feel satisfied with the outcome. You can also use the designated person team for consultation, advice, support and guidance
- our commitment to safeguarding and an on-going culture of vigilance.

I have read the safeguarding policy and associated document including Keeping Children Safe in Education part1.

I have completed the online Prevent Training at

http://course.ncalt.com/Channel_General_Awareness/01/index.html

I have signed the Online Safety and Acceptable Use Agreement.

Signed	
Name (please print)	
Date	

Appendix 7 – Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions that come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters; ☐ Accessing violent extremist websites, especially those with a social networking element; ☐ Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

In all cases staff must ensure that they share concerns of this nature with the DSL or DDSL Immediately.

Appendix 8: School Egress Procedures

Breakfast Club

To support working parents, COLPAI offers a breakfast club service from 7:55 am to 8:30 am. Pupils are greeted at the grey gates on Gard Street at 7:55 am by the Breakfast Club Leader. The gate which is operated by a staff fob is promptly closed at 8:00 am and the leader double checks the door is secure to ensure the security of the site. The leader brings the children up to COLPAI via the rear fire-exit door. This door is self-closing and once inside the building, the leader checks it has closed firmly behind to ensure security of the site. It is not possible to accommodate children in Breakfast club who arrive late. Staircase protocols are followed at all times:

- Hold the rail tightly with your right hand
- Walk quietly on the right hand side
- Walking feet, look where you are going
- Book bag in your left hand
- Keep personal space – no touching the person in front
- Helping hands hold open the door

Start of the day

Families arrive at COLPAI at 8:15 am which is typically earlier than most primary schools. This is an interim arrangement whilst COLPAI operates from its temporary site within Moreland Primary School. The two schools stagger their start and finish times to ensure maximum safeguarding procedures are in place.

All members of staff, with the exception of the Office Manager and Breakfast Club Leader come down to the playground to meet and greet our families, including the Head Teacher who prioritises this ritual as frequently as possible. Two members of the COLPAI team are stationed on the school gate to ensure only our families and named carers enter the site. This is an important time for forging strong home school links and keeping in touch informally with our community. At 8:20, the bell rings and children line up at their class station. In turn, each class ascends staircase 1. The teacher and allocated member of the support staff top and tail the class line as the children ascend the staircase. All members of staff enforce strict protocols for walking up/ down the stairs.

The school admissions form lists the parents and at least two further emergency contacts who are authorized to collect the child. If the familiar adult known to the school staff is unable to collect the child, the parent is required to email the school office with the name of the carer together with a photograph so that we can check on the authenticity of the adult picking up the child.

Two members of staff remain on the school gate to secure the entrance to the school. Parents wave goodbye to their children as they pass the floor/ ceiling windows on the 3rd. Parents vacate the playground by 8:30 am and the two members of staff on the gate ensure the site is properly secured, both at the Gard Street gates and rear fire-exit door leading to staircase 1.

Parents arriving late or outside of the normal drop off and pick up times are required to report to the main Moreland Reception area on Moreland Street, where the receptionist will ring up to COLPAI. A member of the COLPAI team will come down to meet and greet parents, children or visitors and escort them up to the COLPAI designated area of the school. Unless registered on the COLPAI SCR, all visitors and families will be escorted off site through Moreland School and out through the main reception doors.

End of the day

School ends at 3:45 and teachers/ support staff escort children down to the Moreland Playground where classes wait at their designated station. Parents Line up opposite their child's class. In turn, the teacher calls each child's name and shakes their hand as a sign that they can walk to their parent/ carer who is assembled opposite.

Two designated members of staff are on gate duty to ensure no child leaves the site without their designated parent/ carer and no intruder enters the site via this gate. Once all of our families have vacated the site, the grey gates are locked and the gate keepers check the site is secured by 4:00 pm.

Going to ASC

At the end of the day, some children attend After School Club (ASC) and are escorted by the teaching assistant to the appropriate classroom at 3:45 pm.

For those pupils attending our Monday enrichment music class - Crescendo (group 1), they are escorted to the designated classroom at 3:45 pm. At the end of the music session at 4:30, the music teacher, supported by a HLTA escorts pupils to ASC first and for those pupils going home, the teacher and HLTA then follow the end of day routine to meet parents at the grey gate. Having matched up parents and children, both adults check the grey gate is secure. The HLTA may leave via this fobbed gate at 4:30 pm. Any child not collected by their parent on time is brought up to a member of the SLT. Subject to spaces, the child is put into ASC while the parent is contacted and arrives at the Moreland Children's Centre to collect their child. The parent is charged for being late as this incurs a cost to ASC.

End of ASC

Parents can collect their child from ASC at any time up until 6:00 pm prompt. The collection point is from the reception desk at Moreland Children's Centre, Gard Street. On arrival, the receptionist rings up to COLPAI ASC and a member of the ASC team will bring the child down to the parent for a safe handover. Staircase protocols are always adhered to. Once the reception desk closes at 5:30 pm, parents can ring the ASC telephone number directly and staff follow the end of session routine. In the event of a child not being collected, the ASC team follow the non-collection policy.

All members of the COLPAI staff enter/ exit the building via the Moreland Main Reception on Moreland Street. The only exceptions are:

1. ASC staff, who at the end of their duty may exit the building from the Moreland Children's Centre doors as they are deployed to this point for the final pupil pick up at 5:50-6:00 pm.
2. The HLTA who is on their way home at 4:30 pm and helps to bring the musicians down to the grey gates after Crescendo.

Any other variation to this agreed procedure must be approved by the Head Teacher in advance. No member of staff is authorized to enter/ exit via the grey gates or staff-fobbed side gate on Gard Street.