

# Safeguarding & Child Protection Policy

**Approved by C&O Committee:**

**March 2026**

**Date for review:**

**March 2027**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance (see below). 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 setting or who are students under 18 years of age attending the further education institution. KCSIE 2025 states that colleges include providers of post-16 education, 16-19 academies, special post-16 institutions and Independent Training Providers.

Guidance includes the following and the links in Appendix 6 and 7:

- [Working Together to Safeguard Children 2023](#)
- DfE guidance [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Teaching online safety in Schools \(DfE, 2023\)](#)
- [London Safeguarding Children Procedures 7th Edition](#)
- [Inspecting safeguarding Ofsted Handbooks and Frameworks](#)
- [County Lines Professional Toolkit](#)
- [https://assets.publishing.service.gov.uk/media/670f8c0f366f494ab2e7b93d/EYFS\\_statutory\\_framework\\_for\\_childminders.pdf](https://assets.publishing.service.gov.uk/media/670f8c0f366f494ab2e7b93d/EYFS_statutory_framework_for_childminders.pdf)
- <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose)

## 1.0 Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.

Richard Cloudesley school fully recognises the contribution it can make in protecting children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The key elements of our policy are prevention, protection and support. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. Child refers to all young people who have not yet reached their 18th birthday or Looked After Children and SEND young people who have not yet reached their 25th birthday. The policy will also extend to visiting children and students from other establishments.

## 2.0 Our ethos

Our school promotes an ethos where our pupils feel secure, are encouraged to talk and are listened to. We recognise that our pupils are particularly vulnerable because they have special educational needs, many of whom are completely dependent on adult support for all aspects of care which includes intimate care.

Many of our young people have barriers to communication and use a range of strategies to aid autonomous communication. We must all allow young people the time, vocabulary, space and scaffolding to enable them to express their thoughts, feelings views and needs, using appropriate communication systems, including PODD books, Eye Gaze computers, and iPads.

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth or view the world in a positive way. For such children school may be one of the few stable, secure and predictable components in their life. Other children may be vulnerable because they have a disability, or they are in care. We seek to provide all our children with the necessary support to keep them safe and build their self-esteem and self-confidence.

We want children at our school to feel able to talk freely to any member of staff or regular visitor if they are worried or concerned about something.

All staff and volunteers will, through induction and training, know how to recognise concerns about a child and know how to manage a disclosure made by a child. We will not make promises to a child we cannot keep, and we will not keep secrets. Every child will be told, by the adult they have chosen to talk to what will happen next.

Richard Cloudesley School will endeavour to provide activities and opportunities in the curriculum that will equip our children with the vocabulary and skills they need to stay safe.

At all times, we will work to establish effective working relationships with parents, carers and colleagues from other agencies such as Health or Social Care.

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 Safeguarding Children Procedures**

## 3.0 Context

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of the safeguarding and child protection systems. The DSL will ensure regular reporting on safeguarding activity and systems 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.

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 Richard Cloudesley school's integrated safeguarding portfolio and should be read in conjunction with any related policies.

Please also see Part 1 and Annex B of KCSIE 2025.

#### 4:0 Safeguarding Children with Special Educational Needs and Disabilities (SEND)

We acknowledge that children with special educational needs and disabilities and/or certain health conditions can face additional safeguarding challenges both offline and online, as they may have an impaired capacity to resist or avoid abuse.

Our staff are aware of the additional barriers which exist recognising abuse and neglect in this group of children, these include:

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect, without further exploration;
- Speech, language and communication needs which may make it difficult to tell others what is happening and managing or reporting these challenges.

To address these additional challenges, staff will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

#### 5.0 Induction

When staff join our school they meet with one of the safeguarding leads where safeguarding arrangements are explained. New staff are directed to the location of this policy and informed who the Designated Safeguarding Lead (DSL) is.

Sophie Weir is the DSL and works across both sites. The Deputy Designated Safeguarding Leads (DDSLs) are Caroline Brown, Sarah Kelly, Kristof Draskoczy, Ben Clements, Francis Gonzalez, Michelle Nichols and Lucy Hall. The induction programme includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child. All staff members also sign a Code of Conduct, confirming that they are clear and that it is their responsibility to know and understand the key school policies, including Safeguarding, Behaviour and online safety.

All regular (3 sessions or more) visitors and volunteers to our school meet with one of the safeguarding leads before working with the children and are asked to sign a Code of Conduct that states they know and understand our safeguarding policies and have read part one of KCSIE 2025.

All staff, visitors and volunteers must ensure they know who the DSL and DDSLs are. Posters around the school also make it clear which staff have these roles.

When new pupils join our school, all parents and carers are informed that we have a safeguarding policy. This is given to parents should they request a copy and is available on the school's website. Parents and carers are informed of our legal duty to assist our colleagues in social care with child protection enquiries and what happens should we have cause to make a referral to another agency.

#### 6:0 Safeguarding children training

Keeping Children Safe in Education (2025) states that those in regular contact with children and young people or with adults who are parents and carers should have access to basic safeguarding children training.

All members of staff have been provided with a copy of Part one of KCSIE, 2025 which provides an overview of safeguarding duties and responsibilities. All members of staff who work directly with children should at least read Part 1 and must sign to confirm that they have read it and understood it.

All staff working directly with children:

- Are expected to read at least Part 1 and Annex B of KCSIE
- Should reassure victims of abuse that they are being taken seriously, they will be supported and kept safe
- Should not give children the impression they are creating a problem or made to feel ashamed for making a report
- Should know the indicators of abuse and neglect for specific safeguarding issues e.g. child criminal exploitation and child sexual exploitation

- Should be aware that multiple safeguarding issues often overlap with one another
- Should be aware of the risk factors that increase the likelihood of involvement in serious violence

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

- The safeguarding and child protection policy
- the behaviour policy
- the staff code of conduct
- the role of the DSL (including the identity of the DSL and any deputies. A summary information sheet is available to be given to staff and volunteers to support this process.

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 policies
- Refer concerns to the DSL and be able to seek support externally if required

All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues including online safety. The staff training will also include whole school responsibilities, safeguarding and child protection procedures, online safety, safe working practice and reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Each fortnight, throughout the school year, a different policy from our safeguarding suite is reviewed at senior leadership meetings and then at staff briefings.

All staff members (including temporary staff) will also be made aware of the Setting's expectations regarding safe and professional practice via the staff code of conduct and Acceptable use Policy which is provided and discussed as part of the induction process.

The DSL will maintain an up-to-date central register of who has completed 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 we have a nominated safeguarding lead for the governing body Armughan Mufti, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities every three years with annual refreshers.

*Competence Still Matters* groups staff together based on their degree of contact with children and/or parents/carers and their level of responsibility. There are eight groups.

Group No	Description	Example*
Group 1	Staff in <b>infrequent</b> contact with <b>children, young people</b> and/or parents/carers who may become aware of possible abuse or neglect.	Maintenance staff
Group 2	Those in <b>regular</b> contact or have a period of <b>intense</b> but irregular contact, with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment, including those that may arise from the use of an Early Help Assessment.	Receptionists in GP practice, librarian in children's library.

Group 3	Members of the workforce who <b>work predominantly with children, young people and/or their parents/carers</b> and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.	Paediatricians, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.
Group 4	Members of the workforce who have particular responsibilities in relation to <b>undertaking section 47 enquiries</b> , including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.	Statutory Social Worker, Paediatricians undertaking CP medicals, Police officers in CAIT, Police officers undertaking ABEs involving children
Group 5	Professional <b>advisors named</b> and <b>designated</b> lead professionals.	Named nurses, designated safeguarding leads
Group 6	Operational managers at all levels including: practice <b>supervisors</b> ; front line managers and managers of child protection units.	Those who manage staff in group 2,3 or 4
Group 7	Senior managers responsible for the strategic management of services; NHS board members.	
Group 8	Members of the LSCB	Board partners, sub-group members, ISCB business unit.
*N.B these are illustrative examples, not an exhaustive list.		

## 7.0 Role of all adults

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

### 7.1 The Governing Body

The Governing Body holds overall responsibility for the child protection and safeguarding functions and will ensure that safeguarding arrangements consider the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Islington Safeguarding Children Partnership (ISCP), including local protocols for assessment and the ISCP Threshold Document.

The governing body and senior leadership team are responsible for ensuring that robust recruitment procedures are followed that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It ensures that volunteers are appropriately supervised while at work.

We have a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that there is 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. All members of the governing body, have read and will follow KCSIE 2025.

A member of the governing body is nominated to be responsible for liaising with Islington Council's Local Authority Designated Officer (LADO) LADO@islington.gov.uk in the event of allegations of abuse being made against the Headteacher. This name of this governor is Armughan Mufti.

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, they also engage in regulated activity.

The Designated Safeguarding Governor is responsible for liaising with the Headteacher and DSL regarding

safeguarding and 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 setting, the day-to-day operational responsibility rests with the Headteacher.

## **7.2 The Headteacher**

The Headteacher is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff including volunteers
- sufficient resources and time are available to enable the DSL team to carry out their duties and 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 whistle blowing policy.
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the setting, including having Deputy DSLs who have the role added to their job descriptions.

## **7.3 Designated Safeguarding Lead and Deputies (DSL)**

We have appointed a member of the senior leadership team Sophie Weir as the DSL. The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in Setting. The setting has also identified additional staff to deputise for when the DSL is not available.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Partnership 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 DSL forums and additional training at regular intervals, to keep up with any developments relevant to their role.

During term time the DSL will always be available (during normal School or college hours) for staff in the Setting to discuss any safeguarding concerns.

In exceptional circumstances the DSL may only be available via video call or telephone and must ensure that there are clear and safe parameters in the use of this technology and will ensure the space is confidential, if the conversation is recorded and how this will be stored.

The DSL is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone (including temporary staff, volunteers and contractors) is aware of this policy and our procedures and related policies and that they are followed at all times.

The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for Looked After Children and the Head of the Virtual School for all children who are looked after or have previously been looked after.

The DSL ensures that the Setting provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences and Team around the Child Meetings)

## **7.4 Additional responsibilities for the DSL**

- Responsibility for online safety as well as safeguarding and child protection
- Responsibility for filtering and monitoring
- Working with mental health leads where safeguarding is linked to mental health

- Promoting supportive engagement with parents and carers
- Promoting educational outcomes of children in need by knowing and helping to address issues they have/are experiencing by:
  - Ensuring the Setting knows which children need a social worker, understand their academic progress and attainment and maintaining a culture of high aspirations
  - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have/had a social worker reach their potential
  - Recognising the lasting impact on educational outcomes
  - Working with the Virtual School head to discuss how funding can best support looked after children
  - Working with the Virtual School Head to promote the educational achievement of previously looked after children
- To work with the headteacher and 'relevant strategic leads' on information sharing:
  - Understanding the importance of sharing information with other Settings/colleges on transfers including in-year transfers and between primary and secondary education
  - Ensuring information in child protection files is kept confidential and stored securely
  - Ensuring that the child protection file is transferred to a new Setting/college within 5 days for an in-year transfer or within first 5 days of start of a new term.
- Training, knowledge and skills should ensure that staff have a good understanding of:
  - How to identify, understand and respond to specific needs that can increase the vulnerability of children
  - Specific harms that could put children at risk
  - The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
  - Children in need, children with disabilities, those with relevant health needs and young carers who have specific need to be alert to.

### 7.5 Staff and volunteers

Due to their day-to-day contact with children, staff are well placed to observe possible signs of abuse in children. All staff maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. It is not the role nor responsibility of those working with children 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 team immediately.

All staff should

- Speak to the DSL or nominated DDSL in the absence of the DSL;
- Record the concern, using the school's safeguarding children recording system, Safeguard Software;
- Agree with this person what action should be taken, by whom and when it will be reviewed.

### 7.6 Parents and Carers

Parents/carers have a responsibility to:

- Discuss safeguarding issues with their children, support the Setting in their safeguarding approaches, and reinforce appropriate safe behaviours at home.
- Seek help and support from the Setting, or other appropriate agencies, if they or their child have any safeguarding concerns
- Contribute to the development of the Setting's safeguarding policies

Parents can obtain a copy of the Safeguarding and Child Protection Policy and other related policies on request and can also view them via the website.

### 7.7 For the pupils - The Curriculum and Staying Safe

We recognise our essential role in helping children through PSHE 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.

We will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering relevant issues in the newly published

statutory guidance,

Relationships Education (for all primary pupils), Relationships and Sex Education (for all secondary pupils) and Health Education July 2025 (for all pupils in state-funded Settings) which has been compulsory since September 2020.

We will use the curriculum to provide opportunities for understanding consent, key vocabulary, a sense of public and private, increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of strategies to ensure their own protection.

- Our staff are expected to treat everyone with kindness, dignity and respect
- Our staff recognise that it is important to have a good relationship with children, to enable them to share what is happening in their lives so that we can understand what they are experiencing in their daily lives
- We make our children aware that they will be listened to and their concerns taken seriously and acted upon.

## 8.0 Recording and reporting concerns about the safety and welfare of a child – see flow charts around the school

All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the safety and welfare of a child. If a child is suffering or likely to suffer 'significant harm' action must be taken immediately. All concerns about the safety and welfare of a child must be taken seriously.

### 8.1 All staff, volunteers and visitors should

- Speak to the DSL or nominated DDSL in the absence of the DSL;
- Record the concern, using the school's safeguarding children recording system: CPOMS
- Agree with this person what action should be taken, by whom and when it will be reviewed.

### 8.2 Non-urgent or low-level concerns

All concerns about a child should initiate some form of action. Concerns that are of a non-urgent or low-level nature should still be reported centrally to the DSL/DSLs. They may then ask for it to be recorded on CPOMS.

A concern, that, in itself, does not reach the threshold of significant harm, however, a pattern of concerns may suggest emotional abuse or neglect

It is essential to record and act upon low-level or non-urgent concerns about a child, as repeated minor incidents can accumulate and together indicate patterns of abuse that may not be obvious from a single event.

### 8.3 Informing parents and carers

We ensure that parents and carers have an understanding of our responsibility to promote the safety and welfare of pupils. In most cases parents and carers should be informed when concerns have been raised about their child. It is important that parents and carers are given an opportunity to address concerns raised.

Parents and carers should generally be informed if a referral is to be made to the Children and Families Service with Children and Learning or any other agency.

Parents **must not** be informed if it is believed that by doing so would put the child at risk, for example if the child has made a disclosure of sexual or physical abuse.

In this event immediate advice should be sought from the Children and Families Service's Initial Assessment Team.

### 8.4 Child protection conference and core groups

The procedures and protocols for core group meetings and case conferences are detailed in the London Child Protection Procedures. Before attending either meeting, a member of staff should ensure they have read and understood the relevant sections of this document. <http://www.londoncp.co.uk>

Members of staff may be asked to attend a child protection conference and/or relevant core group meetings, on behalf of the school, in respect of individual children. The person attending from school will often be the DSL or DDSL, however another member of staff may be asked to attend depending on their role or involvement with the child. The person attending will need to have as much relevant up to date information about the child as possible. A child protection conference will be convened if it is considered the child(ren) are suffering or are at risk of suffering significant harm. Review conference and regular core group meetings will be held to monitor the child protection

plan.

All reports for a child protection conference will be prepared in advance of the meeting. The information contained in the report will be shared with parents at the conference and will include information relating to the child's physical, emotional and intellectual development.

Child protection conferences can be upsetting for parents/carers and we recognise that school staff are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with all parents and carers. Our responsibility is to safeguard and promote the welfare of all children and our aim is to achieve this in partnership with our parents.

For complex child protection cases, we will hold internal review meetings for ongoing reflection on our practice. MARS (Multi agency review of safeguarding) This should include consideration of previous multi-agency review meetings held termly at school.

### **8.5 Safe recruitment and selection of staff**

As part of our safeguarding culture, we have robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our Setting.

In accordance with The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 we will ensure that at least one of the persons who conducts an interview has completed safer recruitment training recommended by the Islington Safeguarding Children Partnership and should be repeated every three years.

We will ensure that the safer recruitment process covers Part 3 KCSIE 2025 in relation to advertisement, application form, shortlisting, employment history and references, selection, ID, DBS checks etc.

The Governing Body will ensure that the Senior Leadership Team and at least one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements and that this is repeated every three years.

The school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff (including supply staff), volunteers and governors and meets statutory requirements.

We expect 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.

As part of the shortlisting process statutory guidance states that we should consider carrying out an online search as part of due diligence to help identify any incidents or issues that have happened that may be publicly available online and to explore this with the applicant at interview. Shortlisted candidates will be notified about this and asked to provide their online identities.

We will follow statutory guidance in Keeping Children Safe in Education 2025, Annex E, which clarifies and sets out the process for obtaining DBS checks for volunteers and the importance of regular supervision for them.

### **9.0 Site security**

All members of staff are required to wear their identification passes at all times within the school buildings.

Visitors and volunteers that work for extended periods with our pupils, for whom we have DBS clearance and photographic identification on file, are provided with a green coloured visitor lanyard while in the school building.

When visitors plan to work closely alongside pupils within the school, in preparation for their arrival, we send out information relating to safeguarding policies within the school. On their first day with the school, one of the DDSLs will explain the safeguarding procedures for the school and will ask visitors and volunteers to read and sign the Visitors Code of Conduct, which is kept on file. Reading Keeping Children Safe in Education, is part of this process.

Visitors, for whom we do not have up to date DBS information on file, are provided with a yellow-coloured visitor

lanyard. This signals to all Richard Cloudesley staff that we have not carried out full checks on individuals, and that they therefore must be accompanied by a member of staff at all times. This is the case across all departments.

### **10.0 Complaints or concerns expressed by pupils, staff or volunteers**

Richard Cloudesley School recognises that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint.

### **11.0 Managing allegations and concerns against staff and volunteers**

Any allegation made against a teacher or other member of staff or volunteer will be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is subject to the allegation. Richard Cloudesley School follows the procedures set out by the Local Safeguarding Children's Board. Allegations should be reported to the DSL who will then contact the Islington Local Authority Designated Officer (LADO). The LADO can also be contacted immediately.

An allegation refers a person who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence;
- behaved in a way that may indicate they are unsuitable to work with children.
- Please also refer to our Whistleblowing Policy.

There are procedures for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local authority procedures:

Where allegations are in relation to the head teacher or DSL they should be reported to the chair of governors, contact details are available on our website.

### **12.0 Complaints**

We have a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. This can be found on the website.

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/Low Level Concerns against Staff policy.

### **12.1 Low-level concerns**

Low level concerns (including allegations) are those that do not meet the harm threshold set out above. Concerns may arise from suspicions, complaints, a disclosure made by a child, parent or other adult or member of the public or because of vetting checks undertaken. We will manage and record such concerns and take appropriate action to safeguard children.

Supply agencies or contractors will be made aware of the process and contacted as necessary

As part of our whole School approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We believe it is critical to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one KCSIE 2025) are shared responsibly and with the right person, recorded and dealt with appropriately. This is to ensure that problematic or inappropriate behaviour is identified early, the risk of abuse is minimised and that all adults working in the Setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Setting.

A low-level concern means that the behaviour towards a child does not meet the harm threshold and a referral to

the LADO. The LADO must however be made aware of any low-level concerns. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the Setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being overfriendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children

We believe it is crucial that any such concerns, including those which do not meet the allegation/harm threshold are shared responsibly and confidentially with the right person, and recorded and dealt with appropriately. This will also protect staff from potential false allegations or misunderstandings.

Our low-level concerns policy is also set out within the staff code of conduct as per KCSIE 2025.

## 12.2 What to do if you have a low-level concern

Low-level concerns about a member of staff should be reported to the headteacher

We encourage staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the DSL and/or headteacher, and recorded in accordance with our low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

All low-level concerns should be recorded in writing via the forms on Microsoft Teams. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will either implement appropriate sanctions or where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the Setting that have enabled the behaviour to occur and where appropriate policies will be reviewed and updated or extra training delivered to minimise the risk of it happening again. The records will be retained at least until the individual leaves our employment, unless there is an ongoing investigation taking place.

All staff and volunteers are made aware of our 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](mailto:help@nspcc.org.uk)

We have 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, 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 Human Resources Service.

We expect all our staff to exercise ongoing vigilance and to maintain an environment that deters and prevents abuse and challenges inappropriate behaviour

For specific guidance on how to respond to allegations against staff, please refer to the Allegations against Staff and Volunteers procedures above and the Whistle Blowing Policy which can be found in the staff room/office/staff intranet/network etc. When in doubt – please ask.

### 12.3 Recording low-level concerns

A low-level concern means that the behaviour towards a child does not meet the harm threshold and a referral to the LADO. The LADO should however be made aware of any low-level concerns. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider

In the event that there are concerns regarding any one or more of the above criteria the following will take place:

- Basic enquiries to establish facts before contacting LADO
- The headteacher to lead the investigation only after being given the go ahead to do so by the LADO
- The headteacher to discuss any concerns about the welfare of other children in the community or member of staff's family with DSL and make a risk assessment
- DSL may then decide to make a referral to children's social care

Where a member of staff has acted in a way outside of Setting that may question their suitability to work with children (transferable risk), a risk assessment should be carried out when appropriate

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be immediately referred to the headteacher;

Where there are concerns/allegations about the headteacher, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent Setting; and in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent Setting, this should be reported directly to the LADO.

A referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about a member of staff should be recorded on the low-level concern form on Microsoft Teams. We encourage staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Where there is an allegation against an agency or supply member of staff, the Setting will usually take the lead because agencies do not have direct access to children or other staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the Setting, are under the supervision, direction and control of the governing body or proprietor when working in the Setting. Their agency will be notified about the

allegation. They will be advised to contact their trade union representative if they have one, or a colleague for support.

### 12.3 Recognition and Types of Abuse, Neglect and Exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. This includes where children see, hear, or experience the effects of domestic abuse. Staff should be aware that abuse can take place wholly online and that technology may be used to facilitate offline abuse.

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

- The most up to date definitions and possible indicators and signs of abuse are found in Annex B of KCSIE 2025. Staff should also refer to Part 1, along with Annex B and 'What to do if you are worried a child is being abused' (2015).
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the Setting and/or can occur between children outside of these environments. All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- The warning signs and symptoms of child abuse, neglect and exploitation 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 are alert to parent-child interactions or concerning parental behaviours; 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.

### 14.0 Ensuring staff knowledge and understanding of KCSIE and our policy is sustained

It is not enough to simply deliver training in safeguarding, instead governors need not only to be sure of the impact of training and but that it is sustained. The safeguarding link governors will report on this to the C&O committee.

As a school, our processes include:

1. The safeguarding suite of policies is available to all via our website. There are also links to NSPCC phone lines for those who would rather report concerns outside of the school. This information is shared with parents via department newsletters. New parent induction also signposts this information;
2. Our safeguarding policy includes two appendices - A: Threshold Document & B: Escalation Procedures;
3. The NSPCC "What to do if worried about a child" document has been emailed to all families and staff for reference;
4. New staff induction includes a headteacher (or Designated Safeguarding Lead) briefing on our whistleblowing and safeguarding policies;
5. All new staff complete the comprehensive safeguard training during their first two weeks. A central record is kept of staff when staff complete this and certificates are held centrally;
6. All staff, visitors (coming more than three times), and volunteers meet with the DSL or DDSL before starting and sign our Code of Conduct to confirm that they have read and understood our safeguarding policy AND DfE Keeping Children Safe in Education 2025. A central record is then kept;

7. All visitors to the school are given a leaflet detailing our basic safeguarding procedures;
8. All staff have annual Safeguarding training delivered by our DSL who has a level 5 qualification, as an opportunity to be brought up to date on local issues, serious case reviews and Islington Safeguarding Children Board (ISCB) updates.
9. The monthly ISCB newsletter is shared on Teams.
10. There is a standing item in department meetings and briefings that focuses on safeguarding, pupils' welfare and or policies within the safeguarding suite. This continues throughout the year;
11. The safeguarding link governors monitor the implementation of the policy termly. Each visit has a specific focus;
12. We have had a comprehensive, safeguarding audit led by an Ofsted trained and experienced school improvement advisor.
13. Safeguarding is a standing item for all governor committee meetings;
14. We have a monthly, multi-agency Safeguarding, Attendance and Medical meeting (SAM) with education and health leads to review high and low level concerns.
15. We conduct termly reviews of multi-agency safeguarding working to consider what is working well and how we might improve practice.

## 14.0 Specific child protection and safeguarding concerns

### 14.1 Mental Health

Staff play a key role in supporting children's mental health and wellbeing. Mental health issues may signal that a child has suffered, or is at risk of, abuse, neglect, or exploitation. Staff are not expected to diagnose mental health problems, but should observe children's behaviour for signs of concern and liaise with external agencies as needed. We follow government guidance promoting and supporting mental health and wellbeing in schools and colleges to promote children's positive mental health.

Children affected by abuse, neglect, or other traumatic experiences may face lasting impacts on their mental health, behaviour, and education. If a mental health concern is also a safeguarding issue, staff must act immediately, following the child protection policy and consulting the DSL.

### 14.2 Child-on-Child Abuse

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

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'upskirting', the sharing of nudes or semi-nudes, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with child-on-child abuse.

We recognise that LGBTQ+ children can be targeted by others as can children perceived to be LGBTQ+ who can be just as vulnerable. We will ensure that these children have a trusted adult to share concerns with, and we will work to consider how we can reduce additional barriers faced by these children and how safe spaces can be provided for them to talk or share concerns. We will use the Statutory Guidance on Relationships, Sex and Health Education for support on addressing homophobic, biphobic and transphobic bullying and abuse.

### 14.3 Online Safety

We recognise that the use of technology presents particular challenges and risks to children and adults both inside and outside of our Setting. The DSL and leadership team have taken particular note of paragraphs 134-151 regarding Online Safety within KCSIE 2025.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help

support the DSL when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safety and the setting's filtering and monitoring system.

We identify that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories are all considered to be safeguarding harms.
- contact: being subjected to harmful online interaction with other users; for example: child-on-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/> )

We recognise the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2025 and EYFS 2024 has appropriate policies in place that are shared and understood by all members of the Setting's community.

Our approach to online safety will always consider the 4 cs above. We have clear rules relating to the use of mobile and smart technology that means pupils do not have access to their mobile phones during the school day. This approach is also reflected in our online safety/behaviour/anti-bullying and acceptable use policies.

We will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access the systems and internet provision. We 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.

#### **14.4 Children Absent and Missing from Education**

We recognise that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child who has unexplainable and/or persistent absences or who are missing from education can be potential indicators of abuse, neglect or exploitation.

We monitor absence carefully, through weekly leadership discussions and monthly SAM meetings (safeguarding, attendance and medical meetings) responding to children who have unexplainable and/or persistent absences from education, particularly on repeat occasions, and for prolonged periods. We also follow the statutory guidance Working-together-to-improve-school-attendance 2024, which outlines expectations for schools to work in partnership with local authorities and other partners to promote and support school attendance and places a strong emphasis on early intervention.

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

Children may be subjected to multiple forms of abuse, including both criminal and sexual exploitation.

Exchange-Based Exploitation: Abuse may occur in exchange for things the child needs or wants (e.g., money, gifts, affection), or for the perpetrator's gain (e.g., financial, status).

Perpetrators

- Can be adults or peers, acting alone or in groups.
- Children who harm others may also be victims of exploitation and should be treated as such.

Vulnerability Factors

- Beyond age, other factors increasing vulnerability include:

- Sexual identity
- Cognitive or learning difficulties
- Communication ability
- Physical strength
- Social status
- Access to resources

#### Common Indicators of CCE and CSE and County Lines

- Unexplained gifts, money, or possessions
- Associations with others involved in exploitation
- Emotional changes
- Substance misuse
- Going missing or returning home late
- Poor school attendance or disengagement from education
- Owing a debt bond to their exploiters

### 14.6 Domestic Abuse

The Domestic Abuse Act 2021 creates a statutory definition of domestic abuse based on the existing cross-government definition.

'Abusive behaviour' is defined in the act as any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

For the definition to apply, both parties must be aged 16 or over and 'personally connected'.

'Personally connected' is defined in the act as parties who:

- are married to each other
- are civil partners of each other
- have agreed to marry one another (whether or not the agreement has been terminated)
- have entered into a civil partnership agreement (whether or not the agreement has been terminated)
- are or have been in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship in relation to the same child
- are relatives

Read the government's statutory definition of domestic abuse factsheet

"Economic abuse" means any behaviour that has a substantial adverse effect on one party's ability to—

- acquire, use or maintain money or other property, or
- obtain goods or services.

Operation Encompass provides advice and a helpline service for all staff members who may be concerned about children who have experienced or witnessed domestic abuse. The number is available weekdays from 8 am to 1 pm 0204 5139990.

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

### 14.7 Prevent and Radicalisation

Prevent concerns should be shared with [prevent@islington.gov.uk](mailto:prevent@islington.gov.uk) where concerns can be discussed and requests made for a Prevent Referral form.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>, that aims to:

- (1) negate or destroy the fundamental rights and freedoms of others; or
- (2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- (3) intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

We recognise that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of children can be compared to grooming for sexual exploitation.

All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

All staff will complete one of the following approved training packages, every two years, which includes guidance on how to identify people anyone who may be being drawn into terrorism, and how to refer them into the Channel process, from the following link:

[Prevent duty training: Learn how to support people susceptible to radicalisation](#)

#### 14.8 Female Genital Mutilation (FGM)

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

At Richard Cloudesley School, our staff are alerted to the following key indicators that:

- a child's family comes from a community that is known to practise FGM
- a child may talk about a long holiday to a country where the practice is prevalent
- a child may confide that she is to have a 'special procedure' or to attend a special occasion
- any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family.

Any information or concern that a child is at risk of FGM will result in a child protection referral to Children's Social Care.

The new mandatory reporting duty for FGM under the Serious Crime Act 2015, requires teachers in England and Wales to report **known cases** of FGM in under 18-year-olds to the police by calling 101. This is an individual's responsibility and not the setting's.

Guidelines on mandatory reporting can be found here: <http://tinyurl.com/jfgho4m>

Further guidance on FGM can be in Annex A of Keeping Children Safe in Education 2025.

There is also an FGM helpline available 24/7 on 0800 028 3550, or email: fgmhelp@nspcc.org.uk

#### 14.9 Fabricated or induced illness (FII)

FII is characterised by the following features:

- Deliberately inducing symptoms in children by administering medication or other substances or by means of intentional suffocation.
- Interfering with treatments by overdosing, not administering them or interfering with medical equipment such as infusion lines.
- Claiming the child has symptoms, which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments, which may cause secondary physical problems.
- Exaggerating symptoms, causing professionals to undertake investigations and treatments, which may be invasive, are unnecessary and therefore are harmful, usually uncomfortable and possibly dangerous.
- Obtaining specialist treatments or equipment for children who do not require them.
- Alleging psychological illness in a child.

The above list is not exhaustive and also needs to be interpreted with an awareness of cultural behaviours and practices. The above behaviour is generally assumed to be on the part of the parent but would apply to anyone who is the main carer of a child.

Also, characteristic is the following:

- The perpetrator usually denies knowledge of the causation of the child's illness.
- The signs and symptoms abate when the child is separated from the perpetrator.

FII is often associated with more typical forms of abuse of both the index case and brothers and sisters. There is a paradoxical situation where the parent presents the child repeatedly for false medical symptoms yet neglects the child's basic needs.

#### The Parents or Carers

The perpetrator is usually the mother. Dominant over the father, she has some of the following features: a chronic confabulator, abuse in her own childhood and a psychiatric history including hysterical (= false or fabricated) illness and eating disorder (obesity or anorexia). The mother welcomes the child's admission to hospital where she tends to be over familiar with the health professionals. The mother's ingenuity in symptom fabrication may be because she has health connections herself. Some mothers have forensic histories, in particular deception or arson. The mother may have made an allegation of sexual abuse in relation to her own past, which is usually incomplete and cannot be substantiated. The mother's illness fabrication may involve the partner. Indeed, an accumulation of all the family's medical records may be vast. Covert surveillance reveals the parent who is publicly caring is privately hostile or indifferent to the child. Attempted confirmation of the diagnosis by psychiatric examination of the mother is unreliable. The father is rarely the perpetrator but when he is the abuse is usually severe. There is a high recidivism rate when the parent deliberately sets out to fool the doctor and / or garner attention for herself as an ideal parent (i.e. the classic Meadows syndrome).

#### School staff

School staff spend a considerable time with children and often ascertain abuse including FII. The types of presentation include:

- Frequent and unexplained absences from school, particularly from PE lessons;
- Regular absences to keep a doctor's or a hospital appointment;
- Repeated claims by parent(s) that a child is frequently unwell and that they require medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers have not themselves noticed.

## 15.0 The Use of School Premises by Other Organisations

Where governing bodies hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

We will adhere to the guidance

[https://assets.publishing.service.gov.uk/media/6509558022a783000d43e81f/After-school\\_clubs\\_community\\_activities\\_and\\_tuition\\_safeguarding\\_guidance\\_for\\_providers.pdf](https://assets.publishing.service.gov.uk/media/6509558022a783000d43e81f/After-school_clubs_community_activities_and_tuition_safeguarding_guidance_for_providers.pdf)

in what we expect other providers using our premises to have in place. Where services or activities are provided separately by another body using our premises, the Headteacher 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, whether or not the children attending the activity are on the school or college roll.

- Other providers must adhere to Keeping Children Safe in Education
- If this assurance is not achieved, then an application to use our premises will be refused.
- If we are made aware of any allegations against staff or volunteers made at the out of school activity, we will make a referral to the LADO and follow our own policy.

In the case of NHS staff working pupils on the school roll, NHS staff will notify the school DSL of their concern who log on the school's safeguarding platform the issue and the NHS staff member's actions.

Where services or activities are provided separately by another body, including the NHS, the governing body should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed by the school DSL); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. Where concerns arise, the provider must inform the school DSL as well following their own safeguarding arrangements. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

## 16.0 Other relevant policies

The governing body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. Their duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Whistle blowing
- Behaviour
- Anti-bullying
- Special Educational Needs
- Trips and visits
- Health and Safety
- Sex & Relationship Education
- Equal opportunities
- Intimate care
- Safe touch
- Children missing in education procedure
- E-Safety
- Attendance
- Staff code of conduct
- Visitor & volunteer code of conduct
- Complaints

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

- **What to do if you're worried a child is being abused - Publications - GOV.UK**

- **Information Sharing advice May 2024)**
- **Guidance for Safer Working Practice 2022 :**
- **Mental health and behaviour in Schools - Publications - GOV.UK**
- **Working together to improve school attendance 2024**
- **Teachers' Standards**
- **Safeguarding Disabled Children Practice Guidance**
- **Preventing & Tackling Bullying**
- **Promoting children and young people's emotional wellbeing**
- **Public Health England Every Mind Matters - Teaching RSHE**
- **Education for a Connected World (publishing.service.gov.uk)**
- **Behaviour in Schools Feb 2024**
- **Suspension and permanent exclusion guidance September 2024**

## 17 Confidentiality and Information Sharing

We recognise that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will hold the information, and information will only be shared in the interests of keeping the child safe.

All members of staff are 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. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of 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.

- We have due regard to the relevant data protection principles, which allow us to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' allows the sharing of special category personal data without consent where there is good reason to do so.
- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, we will withhold providing the data in compliance with our obligations under the Data Protection Act 2018 and the GDPR.
- If we are made aware of any safeguarding concerns which need to be shared with the wider community (including other local Settings) then advice will be sought from the POSIE/Children's Social Care 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 April 2024 is followed with specific emphasis on the Seven Golden Rules of Information Sharing. List location of where this is kept e.g. in the staff room, office, shared area on staff network/intranet etc.
- Data Protection Toolkit for Schools: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

## 18 Inter-agency Working

We have an important role to play in multi-agency safeguarding arrangements and contribute to multi-agency working in line with WTSC December 2023. We are named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Partnership and so have a statutory duty to cooperate with published arrangements.

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

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

## 18.0 Safeguarding Contacts

### Internal

Designated Senior Member of Staff for Child Protection (DSL)	Sophie Weir (Deputy Head)
Deputy DSL (DDSL)	Caroline Brown (Assist. Head), Sarah Kelly (Business Manager) Francis Gonzalez (Headteacher) Lucy Hall (Pastoral Lead) Kristof Draskoczy (Assist. Head) Michelle Nichols (Lead practitioner) Ben Clements (Lead Practitioner)
Looked After Children Lead (LAC)	Sophie Weir (Deputy Head)
Prevent and E-Safety curriculum lead	Sophie Weir (Deputy Head)
Governors responsible for safeguarding children and <i>Prevent</i> strategy	Armughan Mufti (parent Governor) Shiela Robinson (Governor)
Named contact in case of allegations against the headteacher or DSL.	Nicky Cheshire (Chair of Governors)

### External (Islington)

Islington Children with Disabilities Team	020 7527 3366
Emergency Duty Team	020 7527 3366
Education Welfare Service / Access & Engagement	020 7527 5834

Islington head of community safety (for Prevent enquiries)	020 7527 3135 / 07825 098644
Islington borough MPS Prevent Officer	020 7421 0361 / 07770 863032
Islington LADO - <a href="mailto:lado@islington.gov.uk">lado@islington.gov.uk</a>	020 7527 8052

External (neighbouring boroughs)

Duty Number

Out of hours

Camden Multi-agency safeguarding hub	020 7974 4444	020 7974 4444
Hackney Children and Young People's Access & Assessment Service	020 8356 5500	020 8356 2710
Haringey First Response Service	020 8489 4470	020 8489 0000
Tower Hamlets CP and reviewing	020 7364 5006	020 7364 5006
City of London Children and families team	020 7332 3621	020 8356 2710

External (Other)

NSPCCs Whistleblowing helpline	0800 028 0285
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# Appendix1: National Support Organisations

## Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

## Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- [Home - Kooth](#)
- Shore Space: [www.shorespace.org.uk](http://www.shorespace.org.uk)

## Support for Adults

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

## Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

## Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

## Honour based Abuse

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- FGM: [Summary of Mandatory FGM reporting duty](#)
- [Islington FGM Risk Assessment](#)
- [Karma Nirvana](#)

## Sexual Abuse and CSE

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

## Online Safety

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

- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

## Radicalisation and Extremism

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk) (hate crime)
- New definition of extremism (2024) - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Prevent referrals to [prevent@islington.gov.uk](mailto:prevent@islington.gov.uk)

## Appendix 2: Local Support

Islington Children's Services Contact Team  
 Telephone: 020 7527 7400  
[CSCTreferrals@islington.gov.uk](mailto:CSCTreferrals@islington.gov.uk)

Islington LADO  
 Telephone: 0207 527 8101/02  
 Email: [lado@islington.gov.uk](mailto:lado@islington.gov.uk)  
[LADO Referral Form](#)

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

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

Islington Safeguarding Children Partnership (ISCP)  
[iscp@Islington.gov.uk](mailto:iscp@Islington.gov.uk)

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

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

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

Domestic Abuse, Violence against Women and Girls, FGM, Forced Marriage  
 Heather Vacciana Anti-Bullying Coordinator [heather.vacciana@islington.gov.uk](mailto:heather.vacciana@islington.gov.uk) 0207 527 7793, 07584 370797

The Sunflower Project offers direct support to children and schools to identify and implement gender equality initiatives – contact [Tanya.Pinnock@islington.gov.uk](mailto:Tanya.Pinnock@islington.gov.uk) 07815 990 366

The Prevent Duty  
[prevent@islington.gov.uk](mailto:prevent@islington.gov.uk)

## National Support Organisations

[Galop's National LGBT+ Domestic Abuse Helpline](#) - support and advice for lesbian, gay, bisexual, trans+ people who have experienced abuse -

0800 999 5428  
[help@galop.org.uk](mailto:help@galop.org.uk)

[Hourglass](#) - support and information for older people and those concerned about an older person experiencing abuse or exploitation

0808 808 8141  
[Live chat](#)

[IKWRO Women's Rights Organisation](#) - support for Middle Eastern, North African and Afghan survivors

020 7920 6460  
Out-of-hours emergencies  
Kurdish/Arabic/English: 07846 275246  
Farsi/Dari/English: 07846 310157

[IKWRO Women's Rights Organisation](#) - support for Middle Eastern, North African and Afghan survivors

020 7920 6460  
Out-of-hours emergencies  
Kurdish/Arabic/English: 07846 275246  
Farsi/Dari/English: 07846 310157

[Jewish Women's Aid](#)

0808 801 0500

[Latin American Women's Rights Service](#) - support for Latin American women

0808 145 4909  
Monday to Friday 11am to 1pm  
[info@lawrs.org.uk](mailto:info@lawrs.org.uk)

[Muslim Women's Network](#)

0800 999 5786  
0303 999 5786  
[info@mwnhelpline.co.uk](mailto:info@mwnhelpline.co.uk)

[SignHealth](#) - support for deaf people and those with hearing loss in British Sign Language (BSL)

020 3947 2601  
Text: 07970 350366  
[da@signhealth.org.uk](mailto:da@signhealth.org.uk)

[Stay Safe East](#) - support for disabled survivors of domestic abuse

020 8519 7241  
Text: 07587 134 122  
[enquiries@staysafe-east.org.uk](mailto:enquiries@staysafe-east.org.uk)

[Southall Black Sisters](#) - support for gender-related abuse against Asian and African-Caribbean survivors

020 8571 9595  
[Web form](#)

[Victim Support community-based domestic abuse services](#)

[Web form](#)  
[Live chat](#)  
[My Support Space](#)

Forced Marriage and Honour Based Abuse

UK Helpline: [0800 5999 247](tel:08005999247)

<https://karmanirvana.org.uk/>

Forced Marriage Unit 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk)

## Appendix 7: Safeguarding in Education links

### Preventing neglect, abuse and exploitation

- [Working together to safeguard children 2023](#)
- [The right to choose: multi-agency statutory guidance](#)
- [What to do if you're worried a Child is being Abused](#)
- [Child sexual exploitation: definition and guide for practitioners](#)
- [Child abuse linked to faith or belief: national action plan](#)
- [Working-together-to-improve-school-attendance](#)

### Keeping children safe in education and other settings

- [Keeping children safe in education 2025](#)
- [EYFS statutory framework for group and school-based providers \(2025\)](#)
- [Supervision of activity with children](#)
- [Protecting children from radicalisation: the prevent duty](#)
- [Children missing education](#)
- [Drugs: advice for Schools](#)
- [Behaviour in Schools - Advice for Headteachers and School Staff 2022](#)

### Online safety

- [Teaching online safety in Schools](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Harmful online challenges and online hoaxes](#)
- [Education for a Connected World](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations](#)
- [Searching, Screening and Confiscation](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Arranging Alternative Provision - guide for LAs and schools](#)

### Safeguarding children with Special Education Needs and Disabilities

- [Safeguarding disabled children](#)
- [SEND Code of Practice 0-25 years](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Islington SEND Information and Support Service](#)
- [MENCAP](#)
- [Find Your Islington | Islington SENDiass](#)
- [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

### Runaway and homeless children

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

### Cross-border child protection

- [Cross-border child protection cases: the 1996 Hague Convention](#)
- [Safeguarding children who may have been trafficked](#)

- [Care of unaccompanied migrant children and child victims of modern slavery](#)
- [Find help to get your child back from abroad or arrange contact](#)