



Safeguarding and Child Protection Policy

Reviewed by Jack Sloan, Rachel Thomas, Howard Revill, Sophie Bessemer

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Next review November 2018

Statutory

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Key Contacts

The Designated Members of Staff (DMS) for child protection are:

- Jack Sloan (Headteacher)
- Deputy DMS – Polly Shields (Deputy headteacher)

The Chair of Governors is: Rachel Thomas

The Lead Governor for child protection and safeguarding is: Sophie Bessemer

Looked After Children is: Markus Grindel-Parente

Police

999

Islington Children's Services Contact Team 020 7527 7400

Children's Social Care Out of hours (after 5pm and weekends) 020 7226 0992

Islington Child Protection Advisors 020 7527 8102

Safeguarding Lead in Education (Soola Georgiou) 0207 527 5845/3747

Local Authority Dedicated Officer (Jo Moses) 020 7527 8066/8101

Islington Police Child Abuse Investigation Team 020 8733 4286

Islington Safeguarding Children Board 0207 527 4209/4234

Islington Women's Aid (Solace) 0808 802 5565

Domestic Violence National Helpline 0808 200247

Forced Marriage Unit 0207 008 0151

Karma Nirvana Honour Network Helpline 0800 599 9247

NSPCC 0800 800 500

Childline 0800 1111

1 Introduction

All children have the right to be safe from harm and abuse. Hanover Primary School is committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity, but these issues should never be a barrier to sharing and reporting concerns about children. We believe in involving children and young people in this process.

Section 175 of the Education Act 2002 places a duty upon this school to safeguard and promote the welfare of children. Safeguarding is defined 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.

In line with the Education and Inspections Act 2006, the School will promote the well being of all our pupils in terms of:

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution children make to society;
- social and economic well-being.

Our school will fulfil local and national responsibilities in line with the following:

- (a) Working Together to Safeguard Children 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- (b) Keeping Children Safe in Education 2016.
All staff should read Part One of Keeping Children Safe in Education and staff can access a copy in
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- (c) 5th Edition London Child Protection Procedures 2015:
<http://www.londoncp.co.uk/index.html>
- (d) What to do if you're Worried a Child is being Abused
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- (e) Information Sharing
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
- (f) Mental Health & Behaviour In Schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

This policy should be read in conjunction with the school's policies on:

- Anti-bullying
- Behaviour
- Drugs
- Equalities and Community Cohesion
- E Safety
- Health & Safety
- Intimate Care
- Managing Medical Conditions in School
- Physical Intervention
- School visits
- Sex Education
- Special Educational Needs
- Volunteers in School
- Whistle Blowing

2 Aims and Objectives

The purpose of Hanover's Safeguarding and Child Protection Policy is to:

- Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority;
- Provide a framework to support staff in identifying concerns that a child may be suffering harm or abuse thereby enabling them to report those concerns without delay;
- Provide a systematic means of monitoring children who are thought to be at risk of harm or who are subject to child protection plans; and
- Provide structured procedures within the school which will be followed by all staff when there are concerns about a child;

Hanover Primary School aims to:

- Maintain an environment where children feel secure and are listened to and contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- Ensure that the school has sufficient Designated Members of Staff for Child Protection to enable one of them to be available or contactable at all times during the school day;
- Ensure that the Governing Body has a nominated member who is responsible for child protection and safeguarding;
- Enable and support good levels of communication between staff ;
- Ensure that all Designated Members of Staff for child protection have undertaken suitable and appropriate training every two years;
- Ensure that all staff receive child protection training as required, but, at a minimum, every three years;
- Develop and promote effective working relationships with partner agencies, such as social care, the police and health services, in order to promote the welfare of children and protect them from harm;
- Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with the Department of Education and Islington Council; and
- Ensure that proper procedures are followed where an allegation is made against a member of staff or volunteer in accordance with Part 4 of Department for Education guidance "Keeping Children Safe in Education" with the involvement of Safeguarding Lead in Education and the Local Authority Designated Officer.

3 Responsibilities

Everyone who comes into contact with children and their families has a role to play in safeguarding children. All should consider at all times what is in the best interest of the child.

Governing Body

The Governing Body holds responsibility for ensuring that the safety of the children in this school is at all times of paramount importance. The Governing Body recognises the contribution the school makes in safeguarding and protecting children and takes seriously its statutory responsibility to do so. It recognises that all staff working with children have a full and active part to play in protecting them from harm.

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.

Safeguarding Link Governor

Although final responsibility for the School's safeguarding of its children rests with the Governing Body, it delegates responsibility for taking the lead in exercising oversight over this area to a designated Safeguarding Link Governor, Sophie Bessemer.

The role of the Safeguarding Governor is to:

- To be familiar with national and local guidance and policy relating to safeguarding and associated issues, and to attend training for nominated Safeguarding Governors.
- To ensure that the Governing Body puts in place a suitable child protection and safeguarding policies and associated procedures.
- To champion safeguarding issues within the school.
- To encourage other members of the governing body to develop their understanding of the governing body's responsibilities with regard to safeguarding and assist them to perform their functions in respect of Safeguarding Children and Young People.
- To remedy any deficiencies in the School's safeguarding practices which may be brought to Governors' attention by a member of school staff, a parent, an officer of the local authority or from any other source.
- To meet termly with the Head teacher to monitor the effectiveness of the governing body's Safeguarding policy.
- To ensure that the governing body and local authority receives an annual report on the implementation of the school's Safeguarding Policy and procedures including:
 - Arrangements for ensuring that the school's Safeguarding Policy is communicated to, and implemented by, all staff.

- Ensuring that the Designated Member of staff with lead responsibility for child protection / safeguarding is part of the school's leadership team, and has sufficient time and resources at his /her disposal to carry out his / her duties effectively.
- Ensuring that a Deputy Designated Member of staff for child protection / safeguarding is identified
- Ensuring that the Designated Member of staff for child protection / safeguarding and his / her deputy receive training every two years
- Training in safeguarding undertaken by all staff, including Lunch Time Supervisors, clerical staff and other ancillary staff.
- Arrangements are in place for the inclusion of safeguarding procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual.
- Arrangements to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- The number of students currently on the Child Protection register
- How safeguarding issues are addressed through the curriculum.
- The provision of information to the LA about how the governing body's duties in respect of Safeguarding have been discharged.

Chair of Governing Body

The Chair of the Governing Body will liaise with the Head teacher and the local authority over matters regarding confidential child protection issues involving allegations against staff.

The Chair will ensure that the Safeguarding Link Governor is kept informed of all child protection allegations against staff so that the link Governor has an accurate overview of all current safeguarding issues. The Safeguarding Link Governor will deputise for the Chair in the Chair's absence as appropriate.

Head teacher

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. The Head teacher is responsible for ensuring that the child protection policy and procedures adopted by the Governing Body are fully implemented and followed by all staff.

It is the Head teacher's responsibility to allocate sufficient resources, training and time to enable the responsibilities of the Designated Member of Staff for Child Protection to be discharged fully, and to ensure that staff are able to attend conferences, strategy discussions and child protection conferences and other inter-agency meetings, and to contribute fully to the assessment of children including writing reports for conferences.

The Head teacher is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding children, and that concerns 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. It is

the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Headteacher who will deal with the concerns appropriately.

The Head teacher will endeavour to ensure that the Designated Member of Staff and/or their Deputy is always available during term time for staff to discuss any safeguarding concerns, and will arrange for appropriate cover when this is not possible.

The Designated Member of Staff for Child Protection

The Head teacher is the Designated Member of Staff for the school, and the Deputy Head teacher is the Deputy Designated Member of Staff.

It is the role of these Staff to act as a source of support and guidance on all matters of child protection and safeguarding within the school. The Head teacher retains overall responsibility for and oversight of child protection within the school. In the absence of the Designated Member of Staff, staff should report any concerns to the Deputy Designated Member of Staff, who will act in accordance with this policy, Working Together to Safeguard Children, Safeguarding Children and Safer Recruitment in Education/London Child Protection Procedures and report back to the Designated Member of Staff.

Designated Members of Staff are to undergo updated safeguarding and child protection training every two years, and are to receive regular updates, at least annually, on safeguarding developments.

The Designated Member of Staff is responsible for:

- Ensuring that all staff receive appropriate safeguarding and child protection training and regular updates, at least annually, on current legislation, policy and practice;
- Ensuring that all staff new to the school receive the safeguarding and child protection policy in their induction pack to enable them to adhere to the school's policy.

Because children will often talk to non teaching staff about their concerns and what is happening to them, it is important that **all** staff receive training to enable them to respond sensitively and appropriately to what children tell them;

- Maintaining and up-dating child protection and safeguarding policies and procedures annually and ensuring that they disseminated and adhered to by all staff;
- Ensuring that there is a system for monitoring and recording concerns about children at an early stage which is implemented across the school and adhered to by all staff;
- Managing child protection concerns;
- Making referrals to Children's Social Care for the borough in which the child is resident when it is appropriate to do so, seeking advice and guidance on these matters when appropriate, and supporting other members of staff who make referrals;

- Attending and providing reports to child protection conferences and core group meetings, contributing to child protection plans, and liaising with local authority officers on safeguarding issues;
- Monitoring the attendance and progress of children who are the subject of child protection plans and implementing the school's part of the plan;
- Informing Children's Social Care of any proposed change of school of a child who is subject to a protection plan and alerting them if a child who is subject to a protection plan is absent from school without reasonable justification;
- Ensuring that relevant information about children is shared with staff on a 'need to know basis';
- Maintaining accurate and comprehensive child protection records which are held securely and confidentially;
- Ensuring that all staff are aware of the need to record concerns about children and enabling them to do this as part of a school-wide process;
- Ensuring that complete and accurate records are forwarded to receiving schools, whether that be at 11+ or for in year admissions/transfers, recording where and to whom the records have been sent and the date sent and received, and checking that they are received by the new school;
- Discussing children with CP and CIN Plans with the Designated Member of Staff in the schools receiving the transferring pupils;
- Ensuring that parents and carers have access to the school's child protection policy and that a hard copy is made available on request, so that they are aware of the school's statutory duty to refer child protection concerns and that this is referred to in the school's website/brochure/prospectus/newsletters for parents and carers;
- Understanding and supporting the school with respects to the requirements of the Prevent Duty, and providing advice and support to staff on protecting children from the risk of radicalisation; and
- Having a working knowledge of the role and function of the Islington Safeguarding Children Board.

When the Designated Member of Staff resigns or leaves their post, there should be a full face to face handover / exchange of information with the new post holder.

Staff

School staff are particularly important as they are in a position to identify concerns early and to provide help, to prevent concerns from escalating. Safeguarding incidents can arise anywhere and staff should be alert to possible concerns arising in this school.

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 will be given the policy in writing and must follow the school's procedures and guidance at all times.

It is neither 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 Designated Member of Staff as a matter of priority or to one of the deputy Designated Members of Staff in her absence. All staff should therefore be aware of the process for reporting concerns and making referrals to children's social care (**Section 5** below).

4 How to Recognise Abuse

Because of their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. All school staff should therefore be knowledgeable about what constitutes abuse and know the signs and symptoms of abuse.

There are four categories of abuse – physical; emotional; sexual; and neglect. The definition of each category is set out in Appendix 1 with a non exhaustive list of possible signs and symptoms.

Guidance on handling disclosure of potential abuse or a matter of concern by a child is given at Appendix 2.

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "*it could happen here*".

Staff should recognise that additional barriers can exist when identifying abuse and neglect among children with special educational needs. These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5 Referrals

If you have a concern that a child is being abused or is at risk of being abused either by someone at this school or outside it, it is vitally important that you immediately share the information with your Designated Member of Staff (Headteacher), or in her absence, with the Deputy Designated Member of Staff (Deputy Headteacher). If your concerns are about the Headteacher, you should contact the Chair of Governors.

The Designated Member of Staff will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. If you cannot find the designated member of staff, or the deputy designated member of staff, you must report your concerns to Children's Social Care yourself on 0207 527 7400 and follow up in writing CSCTreferrals@islington.gov.uk. Out of hours referrals (after 5 pm and weekends) should be made to 020 7226 0992.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If you do make a referral directly yourself, you should inform the Designated Member of Staff of this as soon as possible.

Appendix 3 contains a flowchart setting out the reporting and referral process.

You should use the school reporting form (Appendix 4) to record the information and include the date you received information or had concerns, and the nature of the concerns including any physical marks seen or anything that the child or someone else has told you – see **Section 6 “Recording”** and **Appendix 2 “Dealing with Disclosures”**.

Staff may also share information directly with Children’s Social Care, the Police or the NSPCC if:

- The situation is an emergency and the designated safeguarding lead, their deputy, and the chair of governors are all unavailable;
- You are convinced that a direct report is the only way to ensure a child’s safety;
- For any other reason you make a judgement that direct referral is in the best interests of the child.

Where you feel unable to raise a safeguarding issue at school or feel that your genuine concerns are not being addressed, other whistleblowing channels are be open to you:

- General guidance can be found at <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline¹ is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

¹ <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

IN SUMMARY

- In an emergency take the action necessary to help the child, for example call 999;
- Report your concern to the Designated Member of Staff immediately ;
- Do not start your own investigation;
- Share information on a need to know basis only – do not discuss with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

From 31 October 2015 teachers are required by law² to report to the police if, in the course of their professional duties, they:

- **Are informed by a girl under 18 that an act of Female Genital Mutilation (FGM) has been carried out on her; or**
- **Observe physical signs which appear to show that an act of FGM has been carried out on a girl aged under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.**

Those failing to report such cases will face disciplinary sanctions. Information on when and how to make a report can be found at [Mandatory Reporting of female genital mutilation](#) .

Unless a teacher has good reason not to, they should inform the Designated Member of Staff when making such a report to the police.

For more guidance, see Appendix 8.

6 Recording

Recording is a tool of professional accountability and is central to safeguarding and protecting children.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason it is vital that concerns are recorded comprehensively and accurately so that they can be monitored and emerging patterns noticed.

Concerns about children should be recorded on the school's reporting form (see Appendix 4) which will detail the concerns about a child, discussions with the Designated Member of Staff or Deputy Designated Member of Staff and parents or carers and any agreed actions and outcomes. All advice and agreed actions should be dated and signed, and a record made of whom the concern has been shared with on the Record of communications (Appendix 5). Multiple concerns must be tracked on the Recording and Tracking Sheet for each child at Appendix 6. This is held in the

² Section 5B of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015

front of their section in the child protection file in the Head teacher's office. Tracking sheets/referrals to Children's Social Care and Child Protection meeting minutes will be held confidentially, separately from a child's main school/education records. Records should be signed and dated and kept in chronological order. School actions agreed in child protection conferences/strategy meetings must be implemented.

Internal sharing of information will be limited to sharing information with staff where it will demonstrably benefit a child and will generally be on a need to know basis. Sharing information and contacts, or attempted contacts, with other agencies should be logged.

A record will be kept of all children who transfer to another school or who leave the school with or without a known destination. Where the school is unable to make contact with the pupil's family and are concerned that the pupil may be missing or at risk, the LA will be notified via the Missing Pupil Alert – see Appendix 9. When the school removes a pupil from the school roll an Off Rolling Form should be completed and sent to the Local Authority (pupilservices@islington.gov.uk) – see LA Off-Rolling Notification Form at Appendix 10. The school will log onto the Department of Education's secure access system <https://sa.education.gov.uk/idp/Authn/UserPassword> to record details of the pupil.

Where children leave the school or college the designated safeguarding lead will ensure child protection files are copied for any new school or college as soon as possible but transferred separately from the main pupil file. It is good practice to check that the transferring school or college has received the file and that a discussion takes place about the child.

The school will keep a record of staff child protection training.

7 Supporting Children

We recognise that a child who is abused or neglected may find it difficult to develop and maintain a sense of self worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our school may provide a vital source of stability in the lives of children who have been abused or are at risk of harm. We recognise that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

We aim to support the children in our school by:

- Encouraging a sense of self worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy;
- Promoting a caring and safe environment within the school and
- Providing opportunities through the Foundation Stage and PHSE curricula for children to learn strategies to protect themselves, ask for help and support and gain confidence in standing up for their rights and valuing and respecting others.

- Working in partnership with other services involved in safeguarding children and notifying Children's Social Care as soon as there are significant concerns about a child.

8 Working in Partnership with Parents and Carers

The Governing Body and staff of the school are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected will we be able to work holistically with children.

Parents and carers will be given access to our child protection policy and a summary of it will be included in the literature given to those whose children are new to the school. We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns about children with Children's Social Care.

Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to the Children's Services Contact Team.

There may be rare instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting the Children's Services Contact Team. This would happen when the Designated Member of Staff or a Deputy Designated Member of Staff in her absence, judges that a child's well being will be imperilled if the parent or carer is aware that a referral is to be made.

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 a Common Assessment Framework.
- a lead professional 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.

The school uses the Common Assessment Framework (CAF) to identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when:

- There are concerns about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- a child or young person, or their parent/carer, raises a concern
- a child's or young person's needs are unclear

The CAF process is entirely voluntary and informed consent is mandatory, so families do not have to engage and, if they do, they can choose what information they want to share. Children and families should not feel stigmatised by the CAF; indeed they can ask for a CAF to be initiated.

The CAF process is not a 'referral' process but a 'request for services' with assessment and planning being at the focus.

The CAF should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the CAF will be offered. The CAF is not a risk assessment but an assessment tool.

If a child or young person reveals they are at risk, school staff will follow child protection procedures immediately

9 Confidentiality

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

All matters relating to child protection are strictly confidential. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child Protection information regarding children in our school will be shared with staff and other outside agencies on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the child. All staff are expected to conform to the school's standards of good professional practice and maintain confidentiality appropriately at all times.

While the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Further details on information sharing can be found in Chapter one of [Working together to safeguard children](#) and at [Safeguarding practitioners information sharing advice](#).

All staff must be aware of their responsibility to share information with the Headteacher and with other agencies in order to protect and safeguard children. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, staff should be aware that ANY member of staff can contact children's social care if they are concerned about a child.

Advice can be sought where necessary from The Children's Services Contact Team on 020 7527 7400 csctreferrals@islington.gov.uk, the Safeguarding Lead in Education in Pupil Services 020 7527 5845/3747 or via pupilservices@islington.gov.uk for her attention.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which by the nature of their portability, could be lost or stolen. If it is necessary to do so, they should be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information.

No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that any information which leads an adult to be concerned that a child is suffering or is at risk of suffering harm will be shared with the Designated Member of Staff in order to take measures to safeguard the child or other children at risk. Advice on Dealing with Disclosures is at Appendix 2 of this policy.

10 Supporting Staff

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Hanover's Code of Conduct sets out our expectations of school staff and is signed by all staff members.

We recognise that child protection is a difficult and sometimes upsetting subject for those who work with children. Working with a child who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the Designated Member of Staff or Deputy Designated Member of Staff and to seek further support as appropriate. All staff and volunteers should feel able to raise concerns about poor or unsafe practice, such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures. A copy of the summary version of 'What to do if you're Worried a Child is Being Abused 2015' should be made available to every member of staff. The Council's Employee Assistance Scheme can provide emotional support and counselling, both at home and in their personal lives – 0800 243458.

We believe that working within a school that has clear child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

11 Allegations against Staff and Volunteers

Head teachers (and Chairs of Governors where the Headteacher is the subject of an allegation) have a duty to report to the LADO if any allegation is made that a teacher, other member of staff, or volunteer in an establishment providing education for children under 18 has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;

- Behaved towards a child or children in a way that indicates that he or she is unsuitable to work with children.

Allegations made against current school staff and volunteers will be dealt with according to the process laid out in Part 4 of the DfE guidance 'Keeping children safe in education' (2016). The process is set out in detail in Appendix 7 of this Policy. Allegations against a teacher who is no longer teaching and historical allegations of abuse should be referred to the police.

The Head teacher will liaise with the Chair of the Governing Body over matters regarding confidential child protection issues involving allegations against staff. The Chair, in turn, will ensure that the Safeguarding Link Governor is kept informed of all child protection allegations against staff so that the link Governor has an accurate overview of all current safeguarding issues. The Safeguarding Link Governor will deputise for the Chair in the Chair's absence as appropriate.

Hanover will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Under the Education Act there are legal restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the school. The legal restrictions apply not only to the school but also to others, such as parents/carers and pupils.

These restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so.

As employers, Hanover has a duty of care to its staff. We will therefore attempt to minimise the stress inherent in the allegations process and provide support. We will inform individuals of concerns raised or allegations made as soon as possible and give an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. Individuals can contact their trade union representative or a colleague for support. We will provide access to welfare counselling or medical advice as necessary, and a named contact for the member of staff if they are suspended.

Hanover will seek to inform the parents or carers of a child involved of the allegation as soon as possible if they do not already know of it. Where a strategy discussion is required, or police or children's social care services need to be involved, we will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. We will keep parents or carers informed about the progress of the case, and, in confidence, about the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. However, the deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed.

12 Child on Child Incidents

Children are capable of abusing their peers in a number of ways. Staff will make clear that abuse is abuse and should not be tolerated or passed off as "banter" or "part of

growing up". In the first instance, child on child incidents will be handled in accordance with Hanover's Anti-bullying and Behaviour policies. In the case of more serious incident where staff have a safeguarding concern, they should refer the case to the Senior Leadership Team and the Designated Member of Staff for Child Protection who may make a referral to Children's Social Care for an assessment as to whether the child, against whom the allegation is made, is in need of services or protection. See Appendix 3 for detailed guidance on referrals.

13 Safer Recruitment

Safe recruitment and selection practice is vital in safeguarding and protecting children. The Governing Body recognises and takes seriously its responsibility to adopt practice which minimises risk to the children in this school by ensuring that measures are in place through this practice to deter, reject or identify people who might abuse children or who are unsuitable to work with them. The Governing Body is committed to evidencing this practice in relation to all staff working with children in the school.

Detailed guidance on safer recruitment is contained in Hanover's Safer Recruitment policy.

14 Extended Services and Activities

The Governing Body of the school is responsible for controlling the use of school premises both during and outside school hours, except where a trust deed allows a person other than the Governing Body to control the use of the premises, or a transfer of control agreement has been made.

Where services are provided directly under the supervision and management of the school, the school's child protection policy and procedures will apply.

Where activities and services are provided separately, the Governing Body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and that there are agreed arrangements to liaise with the school on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Governing Body.

The Governing Body will only work with providers that can demonstrate that they have effective child protection policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff are compatible with those of Islington Council and government guidance. The Governing Body will enter into a formal letting contract with the provider once these conditions are met, but reserve the right to withdraw permission for any letting.

There will be at any one time, a number of professionals delivering services to children and families on behalf of the school in the community as well as on the school site. These professionals may be employed by partner agencies such as Children's Social Care, Health, or other agencies.

All staff providing services to children whether in school or in the community on behalf of the school, must adhere to the school's child protection policy.

Staff from partner agencies working with children in the community will follow the referral procedures of their own agency and will inform the Designated Member of Staff that they have made a child protection referral as a matter of priority.

15 Children Missing in Education

A pupil going missing from school is a potential indicator of abuse and neglect sexual abuse and sexual exploitation, and such children are at risk of being victims of harm, exploitation or radicalisation. The school will therefore ensure that it has in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions.

The school therefore maintains two registers of its pupils.

Admission Register

A child is placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will make reasonable enquiries about the child's whereabouts and consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education. The school will notify the local authority within five days when a pupil's name is added to the admission register.

The school will amend the admission register on receiving notification of a change in a pupil's home address.

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

1. Removed from school by parents and being educated at home.
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
5. Has been permanently excluded
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 court order.
8. Has died
9. Ceases to be of compulsory school age.
10. Has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive days, but only after the school and local authority have jointly made reasonable enquiries to establish the child's whereabouts.

The school will automatically inform the local authority of any deletions from its admission register, apart from deletions in respect of pupils completing Year 6 at the school. The school will provide the local authority with details of the pupil concerned, the name of the pupil' destination school and start date there, if applicable, and the ground for deletion from the register – see **Appendix 10**.

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 and Engagement Service so that missing pupil procedures can be initiated – see **Appendix 9**.

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.

Attendance Register

The attendance register is completed in class at the start of the school day at 9am. The Designated Member of Staff 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 reasonable effort to improve attendance. If the school has exhausted 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. The school will also inform the local authority of any child who does not attend school regularly.

See Hanover’s Attendance Policy for more details.

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.

Further information about children at risk of missing education can be found in [Children Missing Education guidance](#).

16 Restraint and Reasonable Force

Although section 548 Education Act 1996 states that the use of force as a punishment is unlawful, section 93 of the Education and Inspections Act 2006 gives school staff (including support staff, non teaching staff and voluntary staff) the legal power to use force, if necessary.

Reasonable force can be used:

1. To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. To control pupils or to restrain them.

This includes occasions when the pupil is not on school premises eg on school visits.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parents/carers will be informed when restraint has been used and protocols agreed with parents/carers if use of restraint is thought likely. See Hanover’s Physical Intervention policy for more details.

17 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Hanover will therefore appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training We will also ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we will

ensure that appropriate staff have the information they need in relation to: a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order); contact arrangements with birth parents or those with parental responsibility; and the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

18 The Prevent duty

From July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism", known as the Prevent duty. In fulfilling this duty, Hanover has regard to the statutory [Revised Prevent Duty Guidance](#), specifically paragraphs 57-76 concerning schools, and the performance of risk assessments, working in partnership, staff training, and IT policies.

Hanover recognises that protecting children from the risk of radicalisation is part of our 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.

Hanover also recognises that effective engagement with parents / the family is vital as they are in a key position to spot signs of radicalisation. We will therefore discuss any concerns in relation to possible radicalisation with a child's parents, in line with this policy, unless we have specific reasons to believe that to do so would put the child at risk.

Hanover ensures that pupils are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering – see Hanover's E-safety policy.

Indicators of vulnerability to radicalisation are included at **Appendix 11**.

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

Hanover 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 universal human values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of each other's faiths and beliefs through PHSE. We also encourage 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 Designated Member of Staff 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.

Further guidance on how to protect children from extremist views is available from <http://educateagainsthate.com/>

19 Further Guidance

Statutory

- Keeping Children Safe in Education 2016
- Working Together to Safeguard Children 2015
- London Child Protection Procedures 5th Edition 2015
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Education and Inspections Act 2006
- Education Act 2011
- Children Act 1989 & 2004
- S175/157 Education Act 2002
-

Non Statutory

- Ofsted Safeguarding in Schools, Best Practice, September 2011
- Ofsted Inspecting Safeguarding Sept 2016
- Ofsted School Inspection Handbook –Sept 2016
- Ofsted Inspecting E Safety - Sept 2012
- Use of Reasonable Force – Advice for headteachers, staff and governing bodies – September 2012
- Dealing with Allegations of Abuse against Teachers and other Staff – October 2012
- DBS Update Service Employer Guide

Further guidance on specific child protection and safeguarding issues is given at Appendix 8.

Appendix 1: How to Recognise Abuse

Physical

Physical abuse 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.

Recognising Physical Abuse

1. Unexplained injuries or burns, particularly if they are recurrent
2. Refusal to discuss injuries
3. Improbable explanations for injuries/parent undisturbed by accident/injury
4. Untreated injuries or lingering illness not attended to
5. Admission of punishment which appears excessive
6. Shrinking from physical contact
7. Fear of returning home or of parents being contacted
8. Fear of undressing
9. Fear of medical help
10. Aggression/bullying
11. Over compliant behaviour or a 'watchful attitude'
12. Running away
13. Significant changes in behaviour without explanation
14. Deterioration in work
15. Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Bruising

Children can have accidental bruising but the following must be considered as indicators of harm, unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed:

1. Any bruising to a pre-crawling or pre-walking baby;
2. Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
3. Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, although a single bruised eye can be accidental or abusive);
4. Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
5. Variation in colour possibly indicating injuries caused at different times;
6. The outline of an object used (eg belt marks, hand prints or a hair brush)

7. Bruising or tears around, or behind the earlobe/s indicating injury by pulling or twisting;
8. Bruising around the face;
9. Grasp marks on small children;

Bite marks

Human bite marks are oval or crescent shaped. If they are over 3cm in diameter, they are more likely to be made by an adult or older child;

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, experienced medical opinion is required. Any burn with a clear outline may be suspicious eg:

1. Circular burns from cigarettes (but may be friction burns along the protuberance of the spine);
2. Linear burns from hot metal rods or electrical fire elements;
3. Burns of uniform depth over a large area;
4. Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
5. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
6. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into hot liquid or bath

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Emotional

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone.

Recognising emotional abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.
- The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.
- The following may be indicators of emotional abuse:
 - Developmental delay;
 - Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
 - Indiscriminate attachment or failure to attach;
 - Aggressive behaviour towards others;
 - Appeasing behaviour towards others;
 - Scapegoated within the family;
 - Frozen watchfulness, particularly in pre-school children;
 - Low self esteem and lack of confidence;
 - Withdrawn or seen as a 'loner' – difficulty relating to others.
 - Continual self-deprecation
 - Fear of new situations
 - Inappropriate emotional responses to painful situations
 - Self-harm or mutilation
 - Compulsive stealing/scrounging
 - Drug/solvent abuse
 - 'Neurotic' behaviour – obsessive rocking, thumb sucking, and so on
 - Air of detachment – 'don't care' attitude

- Social Isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

Sexual

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.

Recognising sexual abuse

- Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.
- Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study³ three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.
- If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;

³ Cawson et al's 2000 study for the NSPCC

- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area. Scratches, abrasions or persistent infections in the anal or genital regions
- Bruises, scratches, burns or bite marks on the body
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Other signs of sexual abuse

- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games, and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger anxiety, tearfulness
- Withdrawal from friends
- Frequent vaginal infections, discharge or odours
- Sexually transmitted diseases

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, suicide attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Sleep disturbances
- Unexplained gifts of money
- Depression
- Changes in behaviour
- Non attendance at school
- Talking about a new 'special' friend

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour.

While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague⁴.

⁴ Grubin. D (1998).

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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.

Recognising Neglect

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence, mental health issues, learning disabilities, substance misuse, or social isolation / exclusion, this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Signs to Watch Out For

Signs of low self-esteem

- Repeated talk of failure
- Deliberately seeking failure
- Denial or destruction of anything good
- Rejection of praise
- Pleasure in criticism
- Clowning, acting big, telling tall stories

Verbal signs of distress

- Self-denigration – Worthlessness
- Pessimism – Hopelessness
- Morbid thinking – Suicidal thoughts
- Pathological thinking – Self-blame

Non-verbal signs of distress

- Loss of interest and withdrawal
- Irritability and tearfulness
- Tiredness and change in weight
- Poor concentration and deterioration of work
- Destructive behaviour*
- Morbid art work and writing*
- Lack of self-care (deliberate)*
- Deliberate failure*
- Self-harming*
- Suicide attempts*
- Arson*

**Particularly significant and should never be ignored.*

Appendix 2: Dealing with Disclosure by a Child

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep eg 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:
 - I believe you.
 - I am glad you came to me.
 - I am sorry this has happened.
 - You're not to blame. You are not alone, you are not the only one this sort of thing has happened to.
 - We are going to do something together to get help.

Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.

React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example '*what did he do next?*' (this assumes he did!), or '*did he touch your private parts?*' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff (the head teacher). Try to see the matter through yourself and keep in contact with the pupil. Ensure that if a Social Services interview is to follow, that the pupil has a support person present if the pupil wishes it (possibly yourself).

Record

- Make some very 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 in case they are required by a court.
- Record the date, time, place, person/s present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

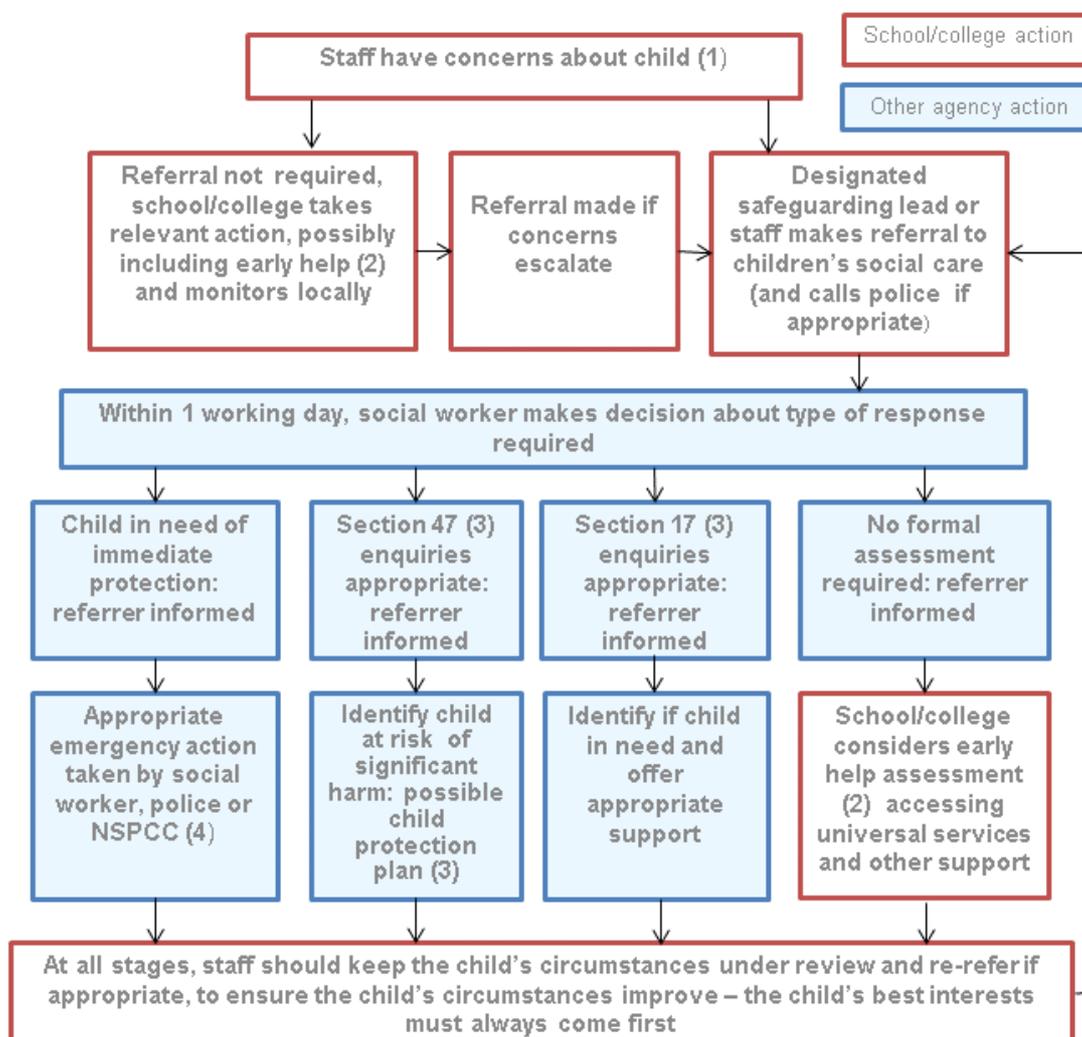
- To follow your school's child protection policy and procedures and share your concerns with your designated child protection teachers. Consult with your designated child protection members of staff as appropriate.
- Refer to Children's Social Care and/or Police if relevant.
- Support the child: listen, comfort, and be available.

Complete confidentiality is essential. *Share your knowledge only with appropriate professional colleagues.*

- Try to get some support for yourself if you need it.

Appendix 3: DfE guidance on referrals

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working Together to Safeguard Children](#)

4. This could include applying for an Emergency Protection Order (EPO).

Date:

Recorded by:

Appendix 5: Record of Communications

Child name:

Date and those present	Notes	Actions

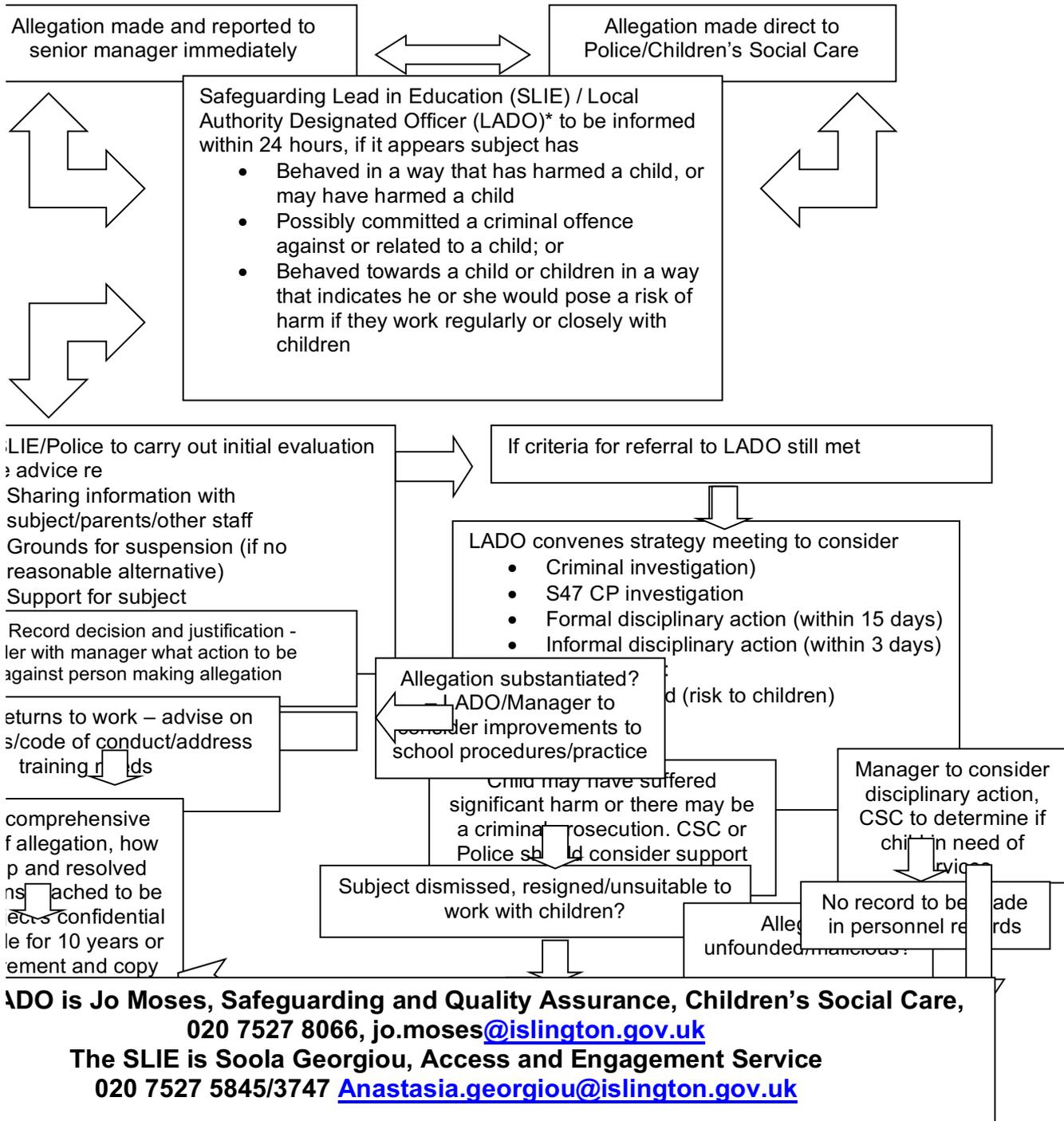
Appendix 6: Recording and Tracking Sheet

School

CHILDD.O.B.....

Date	Concern	Discussed with	Action Agreed / Taken	Other persons present	Recorded by (print name)	Sign

Appendix 7: Managing Child Protection Related Allegations against Staff



Reporting

Head teachers have a duty to report to the Local Authority Designated Officer (LADO) within one day if it is alleged that a teacher, other member of school staff, agency or contractor staff, or volunteer in an establishment providing education for children under 18 has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates that he or she is unsuitable to work with children. This may include:
 - Concerns about a person's behaviour in their personal life which may impact upon the safety of children to whom they owe a duty of care
 - A person's behaviour with regard to his/her own children
 - The behaviour in the private or community life of a partner, member of the family or other household member.

The Head teacher, or the Chair of the governing body if it is an allegation about the Head teacher, will work with the Safeguarding Lead in Education (SLIE)(020 7527 5845/3747) and the Local Authority Designated Officer (LADO) (020 7527 8066) to confirm the details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team..

The Head teacher or the Chair of the governing body should inform the member of staff concerned about the allegation as soon as possible after consulting the LADO.

Suspending staff

According to statutory guidance, suspension of the member of staff concerned should not be an automatic response when an allegation is reported. Instead, all options to avoid suspension should be considered prior to taking that step.

Hanover will therefore consider carefully whether the circumstances of a case warrant the staff member being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. In reaching our decision on the option to take, Hanover will evaluate the possible risk of harm to children posed by the accused person and how this risk can be managed. Based on assessment of risk, we will consider the following alternatives before suspending a member of staff:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority.

According to statutory guidance, suspension should only be considered in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. A person should not be suspended automatically. The Head teacher or the Chair of the governing body must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO.

If immediate suspension is considered necessary, Hanover will agree the rationale and justification for this course of action with the LADO and record this. Written confirmation will be dispatched to the staff member within one working day, giving as much detail as appropriate for the reasons for the suspension and providing the contact details for their named contact who will provide support.

Investigating

The Head teacher / Chair of Governors should not investigate the incident by interviewing either those directly involved or any witnesses as this is likely to jeopardise any subsequent criminal investigation UNLESS this has been agreed after consultation with the LADO.

If the way forward agreed with the LADO is for the school to conduct an internal investigation, the Head teacher / Chair of Governors should seek to establish:

- An allegation has been made
- The general nature of the allegation e.g. whether child sustained injury/mark
- When and where the alleged incident occurred
- Who was involved and whether any other persons were present
- What the view of the parents is
- Background information on the member of staff and child/children

The information will be shared with Children's Social Care who will liaise with the Police Child Abuse Investigation Team in relevant cases, and a decision will be made as to whether a multi agency strategy meeting will take place. This meeting will be chaired by the LADO or by a senior member of Children's Social Care and will also be attended by the SLIE, a representative from Human Resources and the Head teacher / Chair of Governors. The Police Child Abuse Investigation Team will be consulted and may attend if they consider a crime may have been committed.

The purpose of the meeting is to share information and address the following:

- Whether the allegation triggers a S47 investigation by the Police and/or Children's Social Care
- What plans need to be made to safeguard the child
- Whether the child is in need of services
- Whether the school should conduct its own disciplinary investigation
- What support can be offered to the member of school staff against whom the allegation is made
- Whether a referral needs to be made to the Disclosure & Barring Service that a person may be unsuitable to work with children

At the strategy meeting a decision will be made as to whether the allegation is:

- (a) Substantiated – there is sufficient evidence to prove the allegation; next course of action to be agreed eg S47 investigation, Police investigation, referral to DBS. Any referral to the CPS must be reviewed after 4 weeks. Referral to DBS to be made within one month of subject leaving.
- (b) False – there is sufficient evidence to disprove the allegation.
- (c) Unsubstantiated – there is insufficient evidence to either to prove or disprove the allegation. The term does not imply guilt or innocence. The LADO should refer the case to Children’s Social Care Services to determine whether the child is in need.
- (d) Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. The LADO should refer the case to Children’s Social Care Services to determine whether the child in need. The Head teacher should also consider whether disciplinary action is appropriate against the pupil who made the allegation.
- (e) Dealt with as a parental complaint through school complaints procedure.
- (f) Dealt with internally by the school through the school disciplinary process. Formal disciplinary action must take place within 15 days and informal action within 3 days.

Record keeping

It is important that the school keeps a clear and comprehensive summary on a person’s confidential personnel file of:

- any allegations made
- details of how the allegation was followed up and resolved
- details of any action taken and decisions reached.

A copy of the above should be provided to the person concerned.

Such information should be retained on file, including for people who leave the organisation, at least until the person reaches normal retirement age or for 10 years if that will be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where a future DBS disclosure reveals information from the police that an allegation was made but did not result in a prosecution or a conviction. And it will prevent unnecessary re-investigation if, as sometimes happens, allegations resurface after a period of time.

Where allegations have been found to be malicious, they should be removed from personnel records. Other allegations and how they were resolved should be kept in a confidential personnel file and a copy provided to the person concerned.

Resignation and ‘compromise agreements’

The fact that a person tenders his or her resignation must not prevent an allegation being followed up in accordance with these procedures.

Wherever possible the person should be given a full opportunity to answer the allegation and make representations about it. However, the process of investigating the allegation and reaching a judgement about it should continue even if the person does not co-operate.

Compromise agreements must not be used in these circumstances. In any event, such an agreement will not prevent a thorough police investigation, where appropriate, and does not discharge the school’s duty to make a referral to the DBS.

References

In line with statutory guidance, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

Referrals to the Disclosure and Barring Service

Under Sections 35-45 Safeguarding Vulnerable Groups At 2006, employers have a legal duty to refer to the DBS when permission for an individual to engage in regulated activity is withdrawn, had the individual not resigned, retired, been made redundant or transferred out of regulated/controlled activity because they think the individual has:

- (a) engaged in 'relevant conduct' and
- (b) satisfied the 'harm' test

A referral should not wait until the end of the disciplinary process. A withdrawal does not necessarily mean permanent removal. It can include a temporary removal to another role, removing a volunteer from an 'approved list', or suspension in some circumstances. Guidance on how to make a referral to the DBS is at:

<https://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints>

Relevant conduct endangers or is likely to endanger the child:

- (a) If repeated against the child would endanger or is likely to endanger them
- (b) Involves sexual material relating to a child
- (c) Involves sexually violent images if it appears to the ISA that the conduct is inappropriate
- (d) Of a sexual nature involving a child if it appears to the ISA that the conduct is inappropriate.

The Harm Test is satisfied if it is thought the person has:

- (a) Harmed a child
- (b) Caused child to be harmed
- (c) Put child at risk of harm
- (d) Attempted to harm a child
- (e) Incited another to harm a child.

This does not only include physical harm.

See DfE guidance 'Keeping children safe in education' (2016) for more detailed guidance in handling allegations against staff.

Appendix 8: Guidance on specific child protection and safeguarding issues

Bullying / Cyber-bullying

See Hanover's Anti-Bullying and E-safety policies for details.

For more guidance, see [Preventing and tackling bullying and cyber-bullying](#).

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

If you suspect a child has been sexually exploited or is at risk of sexual exploitation you must share the information with the Designated Member of Staff / Head teacher without delay. See Department for Education's guidance [What to do if you suspect a child is being sexually exploited](#).

The key indicators of child sexual exploitation can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff are aware that victims of sexual exploitation often do not recognise themselves as such.

As trafficking is closely related to child sexual exploitation, there is further guidance at [Safeguarding children from sexual exploitation](#).

Children with Additional Educational Needs or Disabilities

Research suggests that children with special educational needs or disabilities are more vulnerable to abuse. The risks to disabled children may be increased by their need for practical assistance and physical dependency including intimate care which may be delivered by a number of different carers, by possible communication difficulties and lack of access to strategies to keep themselves safe or by the increased risk that they may be socially isolated. Further information on safeguarding disabled children is available in the government guidance 'Safeguarding Disabled Children, Practice Guidance'.

Staff who work with children in any capacity must be particularly aware of, and sensitive to, how the effects of abuse or harm may present, and be able to pick up on any changes in behaviour or presentation that might indicate a concern. Staff should have a detailed knowledge of pupils' individual care needs, as well as their academic needs, and take these into account when working with them and their families. Concerns should be shared immediately with the Designated Member of Staff or in his/her absence one of the Deputy Designated Member of Staff.

The staff in this school will have important information about individual children's presentation, their levels of understanding and how best to communicate with them.

All staff working with children with special educational needs or disabilities will receive appropriate training to enable them to meet the needs of these children appropriately and to recognise and report any concerns.

When working with children with disabilities, staff are aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise that might not be of concern on an ambulant child such as the shin, might not be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances;
- Inappropriate invasive procedures.

This section should be read in conjunction with our separate policies on Intimate Care and Managing Medical Conditions in School.

Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. Research indicates that up to 30% of child sexual abuse is committed by someone under the age of 16.

The management of children and young people with sexually harmful behaviour is complex and Hanover 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.

Domestic Violence

Domestic violence 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 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 member of staff, who should in turn refer the matter to the Children’s Services Contact Team on 020 7527 7400.

For further guidance, see <https://www.gov.uk/domestic-violence-and-abuse>.

Fabricated / Induced Illness

For further guidance, see [Safeguarding children in-whom illness is fabricated or induced](#)

Faith / Belief Abuse

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being blamed for bad luck, and subsequently abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation.

Guidelines on addressing this problem are available at [National action plan to tackle child abuse linked to faith or belief](#) .

Female Genital Mutilation

Female genital mutilation (FGM) is a form of child abuse common to some African, Asian and Middle Eastern communities in the UK. This illegal and life-threatening initiation ritual can leave young victims in agony and with physical and psychological problems that can continue into adulthood. Carried out in secret and often without anaesthetic, it involves the partial or total removal of the external female genital organs.

Under the Female Genital Mutilation Act 2003 it is illegal in the UK to subject a child to FGM or to take a child abroad to undergo the procedure. 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, although victims are usually aged between four and ten.

School staff should be alert to the following indicators:

- A child may have difficulty walking, sitting or standing, and may even look uncomfortable.
- A pupil may spend longer than normal in the toilet due to difficulties urinating or spend long periods of time away from a classroom during the day with bladder or menstrual problems..
- A girl may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school with noticeable behaviour changes (e.g. withdrawal or depression) on a girl’s return, possibly indicating that she has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.
- Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn, or there is a sudden decline in her performance, aspirations or motivation.

From 31 October 2015 teachers are required by law⁵ to report to the police if, in the course of their professional duties, they:

- **Are informed by a girl under 18 that an act of Female Genital Mutilation (FGM) has been carried out on her; or**
- **Observe physical signs which appear to show that an act of FGM has been carried out on a girl aged under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.**

Those failing to report such cases will face disciplinary sanctions. Information on when and how to make a report can be found at [Mandatory Reporting of female genital mutilation](#) .

Unless a teacher has good reason not to, they should inform the Designated Member of Staff when making such a report to the police.

An NSPCC helpline will give advice, information and support for anyone concerned that a child's welfare is at risk because of female genital mutilation. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services. If you are worried that a child may be at risk of FGM, you can contact the 24 hour helpline anonymously on **0800 028 3550** or email fgmhelp@nspcc.org.uk.

Guidelines for schools are contained in Chapter 9 of [Female Genital Mutilation Multi-agency Practice Guidelines](#) .

Forced Marriage/Honour Violence/Killings

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where violence, threats or duress is a factor. Forcing a person is a crime in England. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, eg domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.

School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to the Designated Staff Member, in the first instance, to the Children's Services Contact Team on 0207 527 7400 and, if the risk is acute, to the Police Child Abuse Investigation Team 020 7527 8102. School staff should not treat any allegations of forced marriage or honour based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage.

For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit <https://www.gov.uk/stop-forced-marriage>, fm@fco.gov.uk or 020 7008 1501, and the Karma Nirvana Honour Network Helpline 0800 5999 247.

Guidance on dealing with concerns regarding forced marriage is contained in [Forced marriage](#) and [Multi-agency guidelines: Handling cases of forced marriage](#).

⁵ Section 5B of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Gangs and youth violence

For further guidance, see [Advice to Schools and Colleges on Gangs](#).

Gender-based violence / Violence against Women and Girls

For further guidance, see [Ending violence against women and girls](#).

Harmful Traditional Practices

Hanover recognises the abuse that children can be subject to as a result of harmful traditional practices. These can be based on tradition, culture, custom and practice, religion, and/or superstition, and can include abuse linked to a belief in spirit possession, breast ironing, and force feeding, as well as forced marriage, female genital mutilation, honour based violence and honour murders.

Staff recognise that these practices can have a detrimental effect on the physical, mental and emotional health of the child and can involve bias against groups of children, particularly girls and children with disabilities. Many involve physical abuse and pain, leading in some cases intentionally, to death or serious injury. Others involve mental abuse.

If a member of staff suspects a child may be at risk of abuse through a harmful traditional practice, they should follow usual child protection procedures by alerting the Designated Member of Staff promptly.

Further guidance is available on the Islington safeguarding board website - [Harmful Practices](#)

Mental Health

For further guidance, see [Mental health and behaviour in schools](#).

Mobile phones and cameras

Mobile phones are not to be used by staff, or are to be visible, during contact time with children.

Only school cameras are to be used on the premises. These are not to be taken home.

Images of children must remain in school, whether on the school's computer server, on memory cards, or on the camera itself.

The School will keep a regularly updated list of children whose parents have stated that they do not want their child's image used. Teachers will be made aware of the children on this list.

Parents will be told before all school performances and events that they must not post images of other people's children on social media sites.

Private Fostering

Privately fostered children are cared for by someone other than a parent or close relative (eg step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. School staff have a statutory duty to make a referral to the Children's Services Contact Team (020 7527 7400) if, in relation to a child up to the age of sixteen:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, which may or may not include concerns about the child's welfare

Further information about private fostering arrangements can be found at [Children Act 1989 Private Fostering](#) and <http://www.baaf.org.uk/>.

Sexting

For further guidance, see <http://ceop.police.uk/safety-centre/>

Shared Sites

Where children attend other school sites it is the responsibility of the Designated Member of Staff for that site to manage any concerns about those children appropriately, ensuring that there is good communication, liaison and information sharing with the Designated Member of Staff for the school on which the child is on roll or at which the child is based.

A concern about a child should be raised and discussed with the Designated Member of Staff for the child's school immediately. Should a child make a disclosure to a member of staff whilst not on their own school site, the Designated Member of Staff for the school site on which the disclosure is made will refer the matter to Children's Social Care but will inform the Designated Member of Staff for the child's 'parent' school that they are doing so and will copy them into the referral form and ensure that they are aware of any action to be taken by Children's Social Care so that they can play their part in the process and contribute appropriate and necessary information.

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 eg 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](#).

As trafficking is closely related to child sexual exploitation, there is further guidance at [Safeguarding children from sexual exploitation](#).

Young Carers

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child's health and development. The school will refer to the Children's Services Contact Team on 020 7 527 7400 where a young carer is:

- Unlikely to achieve or maintain a reasonable standard of health or development because of their caring responsibilities
- At serious risk of harm through abuse or neglect
- Providing intimate body care.

Young Runaways

Statutory guidance for children who run away and go missing from home or care is available at **Error! Hyperlink reference not valid.**[Statutory Guidance Missing from care](#) .

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and maltreatment or abuse, problems at school including bullying and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation or trafficking.

School must educate young people about the dangers of running and encourage them to seek support rather than run away; some children run because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives are open to them. As a school, we are well placed to advise young people about the dangers of running away and to point them to available support.

If school staff become aware of a young runaway, they should ensure they inform the Designated Member of Staff who will alert the school's Police Liaison Officer and parents/carers.

Appendix 9: Missing Pupil Alert

Missing Pupil Alert

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

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

Missing Child Risk Assessment Record

Name of child missing	
-----------------------	--

Date child went missing	
Date of child's last attendance	
Has the child been seen since this date? (E.g. outside the school in the local area)	
Address from which the child is missing	Same as overleaf
If different, please provide relevant address	

POTENTIAL RISKS

Factor	Tick all that apply and provide additional details where applicable
1. 10 years old or under	
2. 11 to 14 years of age	
3. 15 up to 18 years of age	
4. Has a Child Protection Plan	
5. Needs essential medication or treatment (e.g. asthma inhaler, insulin etc.)	
6. May not have the physical ability to interact safely with others or in an unknown environment (e.g. visually impaired history of abuse or inappropriate adult/stranger relationships, SEN etc.)	
7. Lacks reasonable awareness of the risks associated with running away (e.g. learning difficulty)	
8. Known to associate with adults or children who present a risk of harm e.g. Sexual Offenders, Offenders against children	
9. Mental illness or psychological disorder that may increase risk of harm to themselves or others	
10. Drugs and/or alcohol dependency	
11. Suspicion of abduction	
12. Suspected suicide or self-harm	
13. Involved in violent and/or racial incident or confrontation immediately prior to disappearance	
14. Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.	
15. Inclement weather conditions where exposure would seriously increase risk to health	
16. Family/relationship problems or recent history of family conflict/abuse	

17. Family employment problems	
18. Family financial problems	
19. School or college problems	
20. Ongoing victim of bullying, harassment, or exploitation e.g. racial, sexual etc.	
21. Previously disappeared and suffered or was exposed to harm whilst missing	
22. Victim or potential victim, of forced marriage, FGM or trafficking, incl. for sexual exploitation	

SUMMARY

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 (full name)	
Signature	
Date	

Appendix 10: Off-Rolling Notification Form

Off-Rolling Notification Form

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

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

PUPIL DETAILS

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

NEW SCHOOL DETAILS

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

REASON FOR LEAVING

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

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

Appendix 11: Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.
3. 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.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions 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.
5. 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.
6. 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.
7. 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; and
 - Significant changes to appearance and / or behaviour;

Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis