

Caring for young minds

SAFEGUARDING POLICY INCORPORATING THE CHILD PROTECTION POLICY

Date Approved by Governors	June 2019
Review Date	June 2020
Headteacher	Matthew Hillman
Headteacher Signature	
Named Governor	
Named Governor Signature	

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.

- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Contents:

Purpose and aims

Ethos

Responsibilities and expectations

Important Contacts

Staff Responsibilities – When to be concerned

What to do if you are concerned

Reporting

Recording

Confidentiality

Managing Allegations

- Restraint and Reasonable Force

Training

Supporting Staff

Safer Recruitment and Selection

Visitors

Teaching Pupils about Safeguarding

Peer on Peer Abuse

Online Safety including Prevent

Other Current Safeguarding Issues

Appendix A: Recognising Concerns, Signs and Indicators of Abuse

Appendix B: Record of concern

Appendix C: Body map

Appendix D: DSL Record Sheet

Appendix E: Tracking Sheet

Appendix F: File Front Sheet

Appendix G: The Family School Child Protection File Overview Sheet

Purpose and Aims:

The purpose of this safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school or are supported through outreach programmes. This policy will give clear direction to staff, volunteers, visitors and parents about the behaviours expected of them and our legal responsibilities.

The policy aims to ensure that:

- all our pupils are in a safe environment and protected from harm;
- all elements of our provision and the policies that guide them are in place to enable pupils to feel safe, adopt safe practices and skills;
- we support pupils who have been abused in accordance with his/her agreed child protection plan
- staff, pupils, governors, visitors, volunteers and parents are aware of child protection issues, the expected behaviours and the school's legal responsibilities to safeguard and promote the welfare of all pupils at our school or in receipt of outreach support.
- we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

The key elements of our policy are **prevention, protection and support**.

Our policy applies to all Pupils, Staff, Parents, Governors, volunteers and visitors.

Ethos:

Schools and colleges and their staff form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests of the child**. We recognise the contribution we can make in ensuring that all pupils registered, use our school or are in receipt of outreach support feel secure, are encouraged to talk, are listened to and have appropriate action taken when concerns arise. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The Pears Family School will endeavour to support the pupil through:

- The treatment plan and family support; including establishing effective working relationships with parents and carers
- The provision of activities and opportunities throughout the curriculum in order to equip pupils with appropriate knowledge, life skills and protective behaviours.
- The School ethos that promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School behaviour policy that is aimed at supporting vulnerable pupils. The School will ensure that the pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison and working in partnership with other agencies that support the pupils such as Social Services, other Children and Adult Mental Health Services, Education Welfare Service and TBAP.
- Ensuring that, where a pupil is subject to a child protection plan, their information is transferred to the new school immediately and that the child's social worker is informed.

Pupils at our school will be encouraged to talk openly to any member of staff or regular visitor to our school if they are worried or concerned about something. All staff and regular visitors will, both through training or induction, know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know that their chosen adult will deal appropriately with whatever they have been told.

Responsibilities and Expectations

Section 175 of the Education Act 2002 places a duty upon this school to safeguard and promote the welfare of children. 'Working Together to Safeguard Children' 2018, Keeping Children Safe in Education 2019 and the London Child Protection Procedures provide a framework for enabling the school to fulfil its statutory duties effectively and efficiently in the best interests of children. All staff should read and understand Part One of Keeping Children Safe in Education 2019:

The Pears Family School has a Governing body whose legal responsibility is to ensure that the school has an effective safeguarding policy and procedures in place and to monitor compliance with them. The Governing body will also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Principal and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Designated Safeguarding Lead (DSL)** is **Anthony Scrafton**

The **Deputy Designated Safeguarding Lead** is **Will Ross**

If the DSL or deputy DSL are unavailable then the **DSL Alternate** is: Matthew Hillman, Principal.

The **Named Safeguarding Governor** is: **Peggy Ray**

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are responded to in a prompt and effective manner, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for staff and volunteers who work with pupils and young people in our school and that this training takes place at least once every three years.

The DSL is required to attend (or ensure that a senior member of staff who has the relevant training and access to appropriate supervision attends as appropriate) all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan

which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

Both DSL and DDSL are members of The Pears Family School Senior Leadership team.

Important Contacts

Islington's LADO (Local Authority Designated Officer) is Jo Moses, Safeguarding and Quality Assurance Manager, Children's Social Care **020 7527 8066**
jo.moses@islington.gov.uk

Principal Officer, Safeguarding in Education, Soola Georgiou **020 7527 5845**

Islington Children's Services Contact Team **020 7527 7400**

Emergency Duty Team (5pm to 9am, Weekends and Bank Holidays) **020 7527 0992**

Islington Safeguarding website: <http://www.islingtonscb.org.uk/Pages/default.aspx>

List of local contacts: <http://www.islingtonscb.org.uk/Pages/Key-contacts-in-Islington.aspx>

Anti-terrorist hotline: **0800 789 321**

Prevent Coordinator: Bev Thomas **0207 527 3135**

DfE Telephone Helpline for concerns over extremism **020 7340 7264**
counter.extremism@education.gsi.gov.uk

LADOs from other boroughs:

Brent: Contact 'The Brent Family Front Door': **020 8937 4300**
family.frontdoor@brent.gcsx.gov.uk

Triborough:

<https://www.rbkc.gov.uk/subsites/lscb/professionals/wccsafeguardingcontacts.aspx>

Jane Foster, Safe Organisation Manager and LADO **020 7641 6108**
jfoster1@westminster.gov.uk

Hackney: Ring the Safeguarding Duty Service: **020 8356 8082**
and ask for the Hackney LADO.
LADO@hackney.gov.uk

Haringey: **020 8489 2968/1186**
LADO@haringey.gov.uk

Camden: All LADO referrals must be made directly to the MASH team **020 7974 3317**
LBCMASHadmin@camden.gov.uk or
Secure email: LBCMASHadmin@camden.gov.uk.cjism.net
If the referrer is in doubt that the threshold is met, please discuss the case with the LADO on Duty by calling Karen Lahat on **020 7974 4556** who will direct your call to the Duty LADO.

Staff Responsibilities

When to be concerned

Difference between a concern and immediate danger or at risk of harm

Where a staff member has concerns about a child, he/she will make a decision on how to act. This will involve a conversation with the DSL about what action to take, including whether a referral needs to be made, though any member of staff can make a referral to social services. Other options could include referral to specialist services or early help services and active monitoring of the situation.

Where a disclosure is made to a visiting staff member from a different agency, it is the responsibility of that agency staff to formally report the referral to the DSL in the first instance. Where the disclosure is made by a pupil receiving outreach support to a member of The Family School staff, the disclosure should be recorded and referred to the on-site DSL and a formal notification made to the host school's DSL to agree the appropriate action to be taken.

The Early Help Process / Front Door

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. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and/ or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The Family School has pupils from a number of different Local Authorities, and each has a range of early help and support services. The DSL and other members of the SMT have specific contact details for these.

If the staff member believes a child is in **immediate danger or at risk of harm**, he/she should make a referral to children's social care and/or the police immediately. A referral should not be delayed in order to discuss with the host school's DSL if it is felt or has been identified that the pupil is at immediate risk.

Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the

referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Recognising Concerns, Signs and Indicators of Abuse

Safeguarding is not just about protecting pupils from deliberate harm. It includes such things as pupil safety, bullying/peer on peer abuse, racist abuse and harassment, protection from radicalisation and extremist narratives, educational visits, intimate care, pupils missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse is a form of maltreatment of a child. It can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as pupils may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The following are the categories of abuse. Detailed indicators are outlined in Appendix A

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **Neglect**

What to Do if You are Concerned

▪ Dealing with Disclosures

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Do stay calm and listen carefully: try not to be/look shocked
- Do reassure them that they have done the right thing in telling you.
- Take what the child says seriously and accept it
- Do position yourself slightly to one side of the child
- Do be careful with eye contact - some children find direct eye contact uncomfortable
- Do not investigate or ask leading questions. If you need to ask a question, use 'open questions' - what, when, where. Avoid using 'why'
- Do not stop a child who is freely recalling
- Do let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Do use appropriate non-verbal signs that you are listening

Reporting

- Do inform the DSL as soon as possible & discuss whether this constitutes a concern or if the child is in immediate danger or at risk of harm.
- Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position. This should be done on the Safeguarding Pupils Record of Concern Form (Appendix B). A Body Map (Appendix C) may be used as necessary.
- Do not include your opinion without stating it is your opinion.

If you cannot find one of the designated members of staff you must report your concerns to Children's Social Care yourself on 0207 527 7400 and follow up in writing to CSCTreferrals@islington.gov.uk.

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

- The situation is an emergency and the DSL, the Principal and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure a child's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

Concerns that a child is at risk from extremist narratives or being radicalised:

- Do inform the DSL or Deputy DSL in the same way as for other safeguarding concerns
- Talk to the family and other professionals working with the young person about the concerns and get their views (*Unless the family is implicated in potential extremism in which case contact the police/LADO*)
- Islington has a Prevent Coordinator in post based in community safety, who can be contacted for advice. Her name is Bev Thomas and she can be contacted on 0207 527 3135. All referrals should go through the Children's Services Contact team on 0207 527 7400 who will refer on to Prevent/Channel as required.

o Raising concerns about safeguarding practices

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will be taken seriously by the senior leadership team. Staff who are unable to raise an issue with their employer can contact NSPCC whistleblowing contact details helpline - 0800 028 0285 / help@nspcc.org.uk. Please refer to the school's Whistleblowing Policy for further details.

▪ Recording

Recording is a tool of professional accountability and is central to safeguarding and protecting children. All concerns, discussions and decisions made, and the reasons for those decisions, must be recorded in writing. The school will keep a record of staff child protection training.

Concerns about children should be recorded on the school's Record of Concern (see Appendix B) which will detail the concerns about a child, discussion with the DSL or Deputy DSL and parents or carers and any agreed actions and outcomes. Records of Concern/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.

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; these should be recorded on the tracking Sheet (Appendix E).

The confidential file

The establishment of a 'confidential' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ ie a child subject to a child protection plan, looked after child, CiN may be looked at differently from a child recently bereaved, parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in school

A 'confidential' file should be commenced in the event of:

- Any child open to social care.
- A referral to Children's Social Care.
- A number of minor concerns on the child's main school file.

Within a child's 'confidential' file there is:

- A front sheet (Appendix F)
- A chronological record of concern and body map, where appropriate.
- A record of concerns and issues shared by others.

The school will keep written records of concern about children even where there is no need to refer the matter to Children's Social Care (or similar) immediately but these records will be kept within the separate confidential file.

Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The confidential file can be active or non-active in terms of monitoring ie a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the confidential file will be sent or taken, as part of the admission/transition arrangements, to the DSL at the new establishment/school. (Appendix G)

There will be a timely liaison between each school DSL to ensure a smooth and safe transition for the child.

As of September 2019, The Pears Family School have been using CPOMS. CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. CPOMS works alongside The Pears Family School's existing safeguarding processes and is an intuitive system to help with the management and recording of safeguarding and child protection. CPOMS ensures that students are safe, fully supported and the data stored is stored confidentially inline with GDPR regulations, whilst school staff can focus on teaching and providing support, instead of administration.

▪ **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 on a need to know basis. A member of staff will 'need to know' information when it is demonstrably seen 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.

It must be remembered that concerns about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. 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, Keeping Children Safe in Education emphasises 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 the service manager of the Education Welfare Service on 0207 527 5833 or at ews@islington.gov.uk.

No one in the school may guarantee confidentiality to a parent or carer. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. In relation to statutory changes to KCSIE 2018 and The Data Protection Act, and where there are concerns around the safety of a child and the risk is clear to the child, consent to the parent or care-giver for sharing information is not required.

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 DSL in order to take measures to safeguard the child or other children at risk. Advice on Dealing with Disclosures is on Pages 7 and 8 of this policy.

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. This information will also be uploaded on to The Family School's online secure system for child protection and safeguarding - known as CPOMS.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with pupils whilst in our school. Allegations can be made by pupils and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Principal. In the case of the allegation being made against the Principal this will be brought to the immediate attention of the Chair of Governors and the Chair of Trust. The Principal/Chair of Governors/Chair of Trust must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made the following processes will need to be followed.

- Refer to the LADO immediately and follow up in writing within 48 hours.
- Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

▪ Restraint and Reasonable Force

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

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. Reasonable force can be used in many situations:

1. To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. To control pupils or to physically keep pupils safe

3. 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.

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

Staff at The Pears Family School have had MAPA training which means they have been trained to physically intervene if necessary, and only as a last resort, in order to keep children safe from themselves and from others. This training includes de-escalation and positive handling skills. Parents/carers will be kept fully informed if their child has been involved in such a situation. Pupils with these needs will have a PHP (Personal Handling Plan) drawn up and shared with them and their parent/carers.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least once every three years. We will also, as part of our induction processes, issue information in relation to our Safeguarding Policy and any policy related to safeguarding and promoting our pupils' welfare to all newly appointed staff and volunteers. Safeguarding training includes appropriate training on recognising and responding to the risk of violent extremism

Our Designated Safeguarding Lead and deputy DSL will undertake further safeguarding training in addition to the whole school training; this will be updated every two years. In addition to the formal training, their knowledge & skills will be refreshed at least annually. This will support them to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. They will ensure that all staff understand and discharge their role and responsibilities.

Our Governing body and Trust will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with pupils, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and Trust and this Safeguarding policy is reviewed annually, in order to keep it updated in line with legislation and national guidance.

We will include a summary of our Safeguarding Policy to parents in our school prospectus / website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

▪ Supporting Staff

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 DSL and/or a member of the therapeutic team and to seek further support as appropriate.

Safer Recruitment and Selection:

It is a requirement for all agencies to ensure that all staff recruited to work with pupils and young people are properly selected and checked.

At The Pears Family School we will ensure that:

- we have a member on every recruitment panel who has received the appropriate recruitment and selection training;
- by logging on to the Secure Access Portal to check for any prohibitions, sanctions and restrictions;
- that all of our staff are appropriately qualified with a relevant employment history; and
- checks to ensure they are safe to work with pupils in compliance with the key safeguarding employment standards:
 - an identity check;
 - a barred list check;
 - an enhanced DBS check;
 - a prohibition from teaching under section 128 direction check (for management roles)
 - further checks on people living or working outside the UK;
 - a check of professional qualifications;
 - a check to establish the person's right to work in the United Kingdom.

At The Pears Family School we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of 'Safeguarding Pupils in Education and Safer Recruitment 2007'. (See Safer Recruitment Policy)

Visitors

o Volunteers

Volunteers including governors will undergo checks commensurate with their work in the school and contact with pupils.

o Supervised Volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

o Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

o Site Security

Visitors to the school, including contractors and visiting speakers, are asked to sign in and are given a badge, which confirms they have permission to be on site. Appropriate checks will be made, for example a check made on Google and contact made with the organisation from which a visitor comes.

All visitors are expected to observe the school's safeguarding health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Teaching pupils about safeguarding

It is a requirement for schools to teach pupils about safeguarding, including staying safe online. This is covered via a variety of routes. It is embedded within the ethos of the school, and through the curriculum, the multi-family therapy programme and other activities. These include, but are not limited to:

- work as identified in the Spiritual, Moral, Social and Cultural Development Policy
- PSHE and Citizenship curriculum
- SRE
- work on safety, risk and crime prevention
- parent and pupil workshops on specific themes eg cyber safety, both in-house and provided by Islington
- clear guidelines for online safeguarding – user behaviour and network security
- multi-family group sessions focusing on the themes identified above

Peer on Peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical (including kicking, shaking, biting, hair pulling or otherwise leading to physical harm), sexual or emotional and can include gender based violence/sexual

assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying, upskirting (in accordance to KCSIE 2019, upskirting is a criminal offence) or other harmful sexual behaviour.

The Pears Family School staff will investigate incidents of possible peer on peer abuse sensitively, utilising the specialist therapeutic skills within the school and working closely with families as appropriate. Within the framework above, it will be made clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Should an incident of sexting be reported that The Pears Family School’s approach is to include the searching, screening and confiscation of the device. The UK Council for Child Internet Safety (UKCCIS) has recently published guidance on it, *initiating/hazing type violence*. Guidance on sexting may be found at:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

Online Safety

Child Exploitation and e-Safety:

Pupils can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our pupils, The Family School will ensure that we have in place appropriate measures such as security filtering and an acceptable use policy linked to our e-Safety policy. We will ensure that all staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Our e-Safety policy will clearly state that mobile phone or electronic communications with a pupil at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying, we will report our concerns to the appropriate agency.

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/E-safety.aspx>

Prevent Issues: protecting pupils from Radicalisation and Extremism

The protection from radicalisation and extremist narratives is a safeguarding issue.

From 1 July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. ‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’. Home Office – The Prevent Strategy (2014)

These issues are developing across society at a fast pace. It is a constantly changing landscape and there is a significant focus in the media on the management of such risks. Guidance and support is increasing. The Safer Islington Partnership (SIP) coordinates work on crime reduction and community safety in Islington. It has received special funding to work with local schools and colleges on preventing violent extremism and has appointed a 'Prevent Co-ordinator.' The Family School will keep abreast of developments and ensure that training and procedures for all staff is updated as appropriate. Key contact details are summarised on page 9.

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Extremism-and-Radicalisation.aspx>

The Family School works closely with parents and pupils' families and they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and point them to the right support mechanisms. We will also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless we have specific reason to believe that to do so would put the child at risk.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

<https://www.gov.uk/government/publications/channel-guidance>

Staff awareness

A useful website: <http://educateagainsthate.com/>

Why might a young person be drawn towards extremist ideology?

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism – early indicators may include:

- secretive behaviour
- showing sympathy for extremist causes
- glorifying violence
- evidence of possessing illegal or extremist literature

- advocating messages similar to illegal such as 'Muslims against Crusades' or other non-proscribed extremist groups such as the English Defence League or far right beliefs.
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online or through social media so involvement with particular groups may not be apparent and those at risk may be encouraged not to draw attention to themselves. (ref e-safety policy).

Briefing note for schools on how social media is used to encourage travel to Syria & Iraq:
http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf

Prevention

The Family School addresses the issues of extremist narratives and radicalisation at a number of levels; embedded within the ethos of the school, and through the curriculum, the multi-family therapy programme and other activities. These include:

- work on community cohesion, tolerance and anti-violence being addressed throughout the curriculum: promoting alternative positive narratives to counteract extremist ideologies
- work as identified in the Spiritual, Moral, Social and Cultural Development Policy
- PSHE and Citizenship curriculum
- Work on safety, risk and crime prevention
- Open discussion and debate of issues and the law in a supportive environment
- Critical appraisal of sources/internet resilience/identifying propaganda
- Clear guidelines for online safeguarding – user behaviour and network security
- Parent workshops
- Multi-family group sessions focusing on the themes identified above

Interventions

- Increased adult support, supervision and encouragement
- Positive activities within school
- Single family and individual therapy
- Parent and pupil workshops on specific themes eg cyber safety
- Support from Safer Islington Partnership (SIP) and Islington Safeguarding Board representatives

Other Current Safeguarding Issues

The concerns featured below are linked to guidance and local procedures which can be found on the Islington safeguarding website: <http://www.islingtonscb.org.uk/Pages/default.aspx>

Harmful Practices:

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. The Family School does not condone practices that

are illegal and which are harmful to pupils. Examples of particular practices include the following:

1. Forced Marriage:

The Family School does not support the idea of forcing someone to marry without their consent and will follow procedures to refer any child and young person immediately to social care.

2. Honour Based Violence:

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a pupil is at risk form Honour based violence, The Family School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

3. Ritualistic Abuse Linked to Spirit Possession:

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

4. Female Genital Mutilation & practices such as breast ironing:

This is against the law and yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of The Pears Family School we will report those concerns to the police in order to prevent this form of abuse taking place. If a teacher discovers that FGM has been carried out on a girl under the age of 18, he/she must report this to the police; **this is a mandatory requirement.**

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Harmful-Practices.aspx>

Trafficked Pupils:

Child trafficking involves moving pupils across or within national or international borders for the purposes of exploitation. Exploitation includes pupils being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where The Family School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Child-trafficking.aspx>

Pupils Missing Education:

Statutory guidance reminds us that a child going missing from education is a potential indicator of abuse or neglect.

The Pears Family School will adhere to the requirements in the Education (Pupil Registration) (England) Regulations 2006. As well as holding at least two contacts for our students, we will also include informing the local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The local authority will be notified immediately any of these five grounds are met, and in any event no later than removing the pupil's name from the register.

The Pears Family School will notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register. We will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The Pears Family School will liaise closely with commissioners regarding pupils' attendance. <http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Missing.aspx>

Sexually Active Under Eighteen Years Old:

It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with pupils to identify where these relationships may be abusive, and the pupils may need the provision or protection of additional services. At The Family School we will ensure our policy for managing this issue links to the available protocol.

Staff should refer to the Sex and Relationship Education Policy (SRE Policy) for working with sexually active young people when delivering SRE. Appended is the guidance for safeguarding young people under 18 who are suspected of being sexually active. The guidance for working with sexually active young people must be followed if you suspect a child

under 13 to be sexually active; a child aged 13-16 of being in a non-age appropriate relationship; a child with learning difficulties or one suspected of being in a 'sex for favours' relationship.

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Sexual-Exploitation.aspx>

o Child Sexual Exploitation (CSE):

CSE 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. Some of the following signs may be indicators of sexual exploitation of children who:

- appear with unexplained gifts or new possessions;
- who associate with other young people involved in exploitation;
- who have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Where CSE, or the risk of it, is suspected, staff should discuss the case with the DSL. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the pupil is engaging with services or not.

Safeguarding SEN and Disabled Pupils:

SEN and disabled pupils have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve appropriate educational outcomes as non-disabled pupils. They do however require additional action. This is because they experience greater risks as a result of negative attitudes and '*created vulnerability*'. This may lead to these pupils having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Pupils, DCSF, July 2009*).

At The Pears Family School we will ensure that our SEN and disabled pupils are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child.

Domestic Abuse:

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.'

Pupils may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of pupils, and it will often be appropriate for such pupils to be regarded as Children in Need under the Children's Act 1989.

Where there is evidence of domestic violence The Pears Family School will report our concerns to the appropriate agency including social care and the police in order to prevent the likelihood of any further abuse taking place.

Private Fostering:

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his or her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than those listed below for more than 28 days and where the care is intended to continue.

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

It is a statutory duty for us to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Private-fostering.aspx>

Looked After Children (LAC) and Previously Looked After Children (PLAC)

Children who are considered either LAC or PLAC, remain vulnerable to risk. All staff at The Pears Family School should be equipped with the relevant skills, knowledge and understanding to keep previously looked after children safe. When dealing with LAC and PLAC, it is important that all agencies work together to coordinate intervention and support.

County Lines Exploitation

County Lines Exploitation refers to a pattern of criminal activity where drug gangs introduce a telephone number in an area outside the city to sell drugs at street level – local runners then supply drugs in these areas. Children are often exploited by these gangs to transport and sell drugs because they are less likely to be known by the police.

At The Pears Family School, staff should be vigilant whilst working with children who may be vulnerable to County Lines Exploitation. The Pears Family School school and staff should be vigilant for 'missing episodes' when the victim may have been trafficked for the purpose of transporting drugs. Country Lines Exploitation now has statutory safeguarding guidance and that any concerns regarding this should be discussed without delay with the DSL.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Board and Local Authority to ensure The Pears Family School is a safe place to learn and work.

APPENDIX A

Recognising Concerns, Signs and Indicators of Abuse

The following indicators listed under the categories of abuse are not an exhaustive list.

Physical Abuse:

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to pupils 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 pupils. 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 cyber-bullying), causing pupils frequently to feel frightened or in danger, or the exploitation or corruption of pupils. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. Symptoms that indicate emotional abuse include:

- excessively clingy behaviours or attention seeking;
- very low self-esteem or excessive self-criticism;
- withdrawn behaviour or fearfulness;
- lack of appropriate boundaries with strangers or being too eager to please;
- eating disorders or self-harm

Sexual Abuse:

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 pupils in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils 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 pupils.

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.

(Source: Working Together to Safeguard Pupils 2010)

**At The Pears Family School we are improving the way information is reported and stored. Please note that safeguarding and child protection management system (CPOMS) will also use this function.*

Appendix B

LEGAL DOCUMENT – This may be used in court

THE FAMILY SCHOOL - SAFEGUARDING PUPILS



RECORD OF CONCERN:

To be completed if

- 1) A child makes a disclosure
- 2) If you have an observation or concern which requires recording in order to build up a picture over time

IMPORTANT:

- § Please use BLACK INK
- § Make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible & within 24 hours.
- § Write all the details of the incident/disclosure including date, time, and specific Location, witnesses, verbatim, etc immediately.
- § Do not destroy your original notes in case they are required by a court.
- § Record 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. Do NOT take any photographs
- § Do not ask unnecessary or leading questions.
- § Inform pupil that you will pass the information on.
- § Reassure the pupil that the issue will be taken seriously and dealt with sensitively.
- § Sign and date and add initials.
- § PASS THE REPORT ON IMMEDIATELY TO DSL or deputy DSL.

Due regard to confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Ask for support for yourself as needed.

Child's Name: _____ **Class:** _____ **DoB** _____

Date: _____ **Time:** _____ **Location:** _____

Other persons present: _____

Note the reason(s) for recording the incident.

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

Any other relevant information (distinguish between fact and opinion).

Complete in black ink, sign and date at the end of your statement, include action you have taken.

Received by:

Date:

Appendix C

(This must be completed at time of observation)

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries if appropriate.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the staff member being taken into managing allegations procedures. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury – in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury – if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?

- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

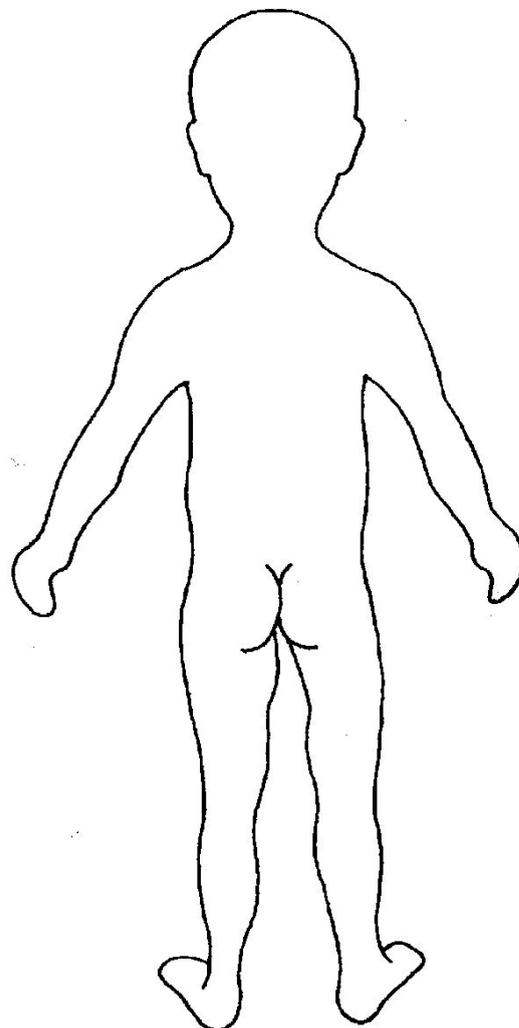
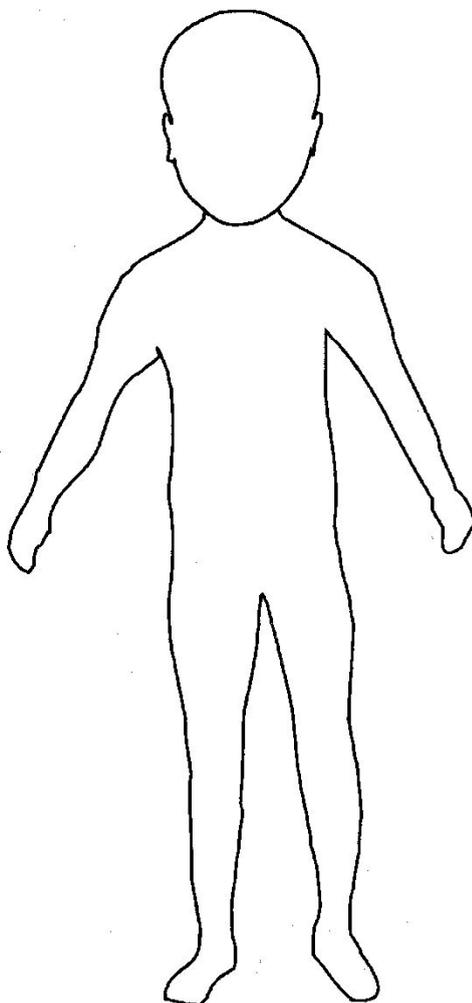


(This must be completed at time of observation)

Name of child..... Date of Birth.....

Name of member of staff.....

Date & time of observation.....



Appendix D

Part 2 (for use by Designated Person)

Time and date information received by DP, and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to children's social care/monitoring advice given to appropriate staff etc) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome: Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Should a concern/ confidential file be commenced if there is not already one? Why?	

Signed	
Printed Name	
Date	

-
-
-
-
-
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▪ Appendix E

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▪ **THE FAMILY SCHOOL – SAFEGUARDING**
 ▪ **RECORDING & TRACKING**



-

CHILDD.O.B.....

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

-

▪ Appendix F

▪ THE FAMILY SCHOOL

INFORMATION/FRONT SHEET



Name:		DOB:	Class/Form:	Ethnicity:
Home Address:			Telephone: e mail:	
Status of file and dates:				
OPEN				
CLOSED				
TRANSFER				
Any other child protection records held in school relating to this child/child closely connected to him/her? YES/NO WHO?				
Members of household				
Name	Age/DOB	Relationship to child	Home work	Contact No
Significant Others (relatives, carers, friends, child minders, etc)				
Name	Relationship to child		Address	Tel No
Other Agency Involvement				
Name of officer/person	Role and Agency	Status of Child ie CPP/LAC/CiN	Tel No	Date

Where children leave the school the DSL 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 a discussion takes place about the child.

Appendix G

The Family School Child Protection File Overview.

To be attached to all pupil child protection files when transferred to a receiving school/academy.

Name of Child.	
Date of Birth.	
Year Group.	
Currently on the Child Protection Register.	
Registered under category of...	PHYSICAL SEXUAL EMOTIONAL NEGLECT
Date of initial registration	
Education content to child protection plan.	
Pupil recently removed from child protection register.	
Pupil referred to social care services but no further action.	
Pupil not yet referred to social care services but recorded concerns for safety and/or welfare.	
Signed:	
Dated:	

