

The Pears Family School

(Keeping a child's mind in mind)

SAFEGUARDING POLICY INCORPORATING THE CHILD PROTECTION POLICY

Date Approved by Governors	September 2021
Review Date	September 2022
Headteacher/Lead	Matthew Hillman/Laura Lower
Headteacher Signature	<i>M.Hillman</i>
Named Linked Governor	Peggy Ray

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

- Every young person in our school, whatever their personal circumstances can learn and achieve.
- Every young person in our school, whatever their 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 their 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.

Key Safeguarding Contacts

The Designated Governor for Safeguarding and Child Protection is: Peggy Ray

The Designated Safeguarding Lead (DSL) for Child Protection is: Laura Lower

The Deputy Designated Safeguarding Leads: Matthew Hillman and James Bennett

The Designated teacher for Children Looked After or previously Looked After (CLA) is: Laura Lower

The Senior Mental Health Lead is: Brenda McHugh and Laura Lower

The Designated Manager for allegations against staff and volunteers is: Matthew Hillman

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:
LADO@haringey.gov.uk

020 8489 2968/1186

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.

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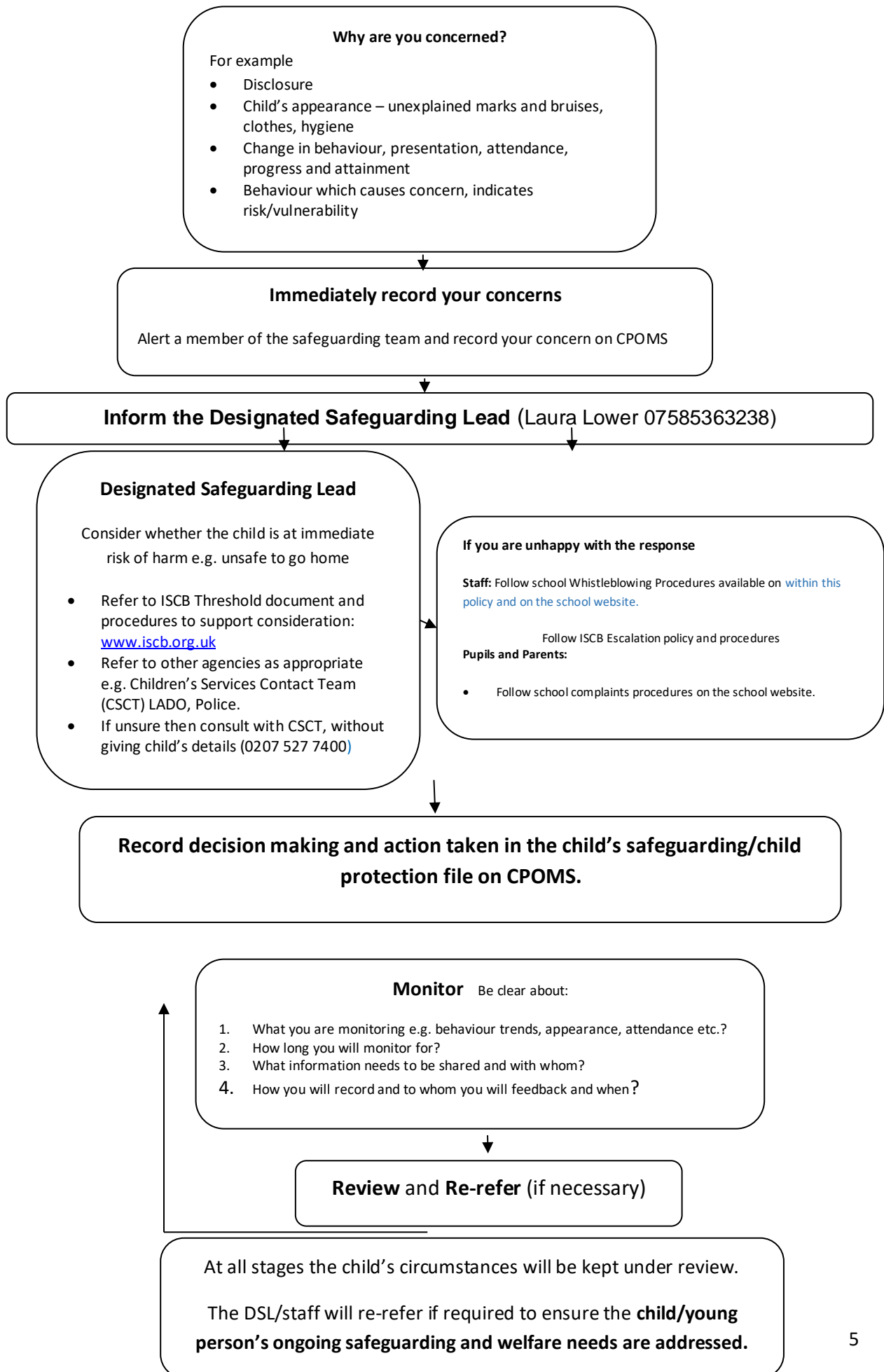
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Purpose and Aims:

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 their 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; and
- 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 and Education Welfare Service.
- 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 2021 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 (Safeguarding Information for all Staff) and Annex A of Keeping Children Safe in Education 2021.

All staff have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to this policy and follow the school's procedures and guidance at all times.

The 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 Head teacher 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 governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

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

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Board in line with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (staff briefings, the Safeguarding Newsletter, conferences, local meetings ie DSL Forum, other training etc.) at regular intervals, at least annually, to keep up with any developments relevant to their role.

During term time the DSL (or a deputy) will always be available (during normal school or college hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in *exceptional circumstances* availability via phone and or video call or other such mediums is acceptable.

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

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

a. Additional responsibilities for the DSL:

- Responsibility for online safety as well as safeguarding and child protection
- Working with mental health leads where safeguarding is linked to mental health
- Promoting supportive engagement with parents and carers
- Promoting educational outcomes of children in need by knowing and helping to address issues they have/are experiencing by:
 - Ensuring the school knows which children need a social worker, understand their academic progress and attainment and maintaining a culture of high aspirations
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have/had a social worker reach their potential
 - Recognising the lasting impact on educational outcomes
- To work with the headteacher and 'relevant strategic leads' on information sharing:
 - Understanding the importance of sharing information with other schools/colleges on transfers including in-year transfers and between primary and secondary education
 - Ensuring information in child protection files is kept confidential and stored securely

- Ensuring that the child protection file is transferred to a new school/college within 5 days for an in-year transfer or within first 5 days of start of a new term.
- Training, knowledge and skills - they have a good understanding of:
 - How to identify, understand and respond to specific needs that can increase the vulnerability of children
 - Specific harms that could put children at risk
 - The important role they play in providing information and support to CSC to safeguard and promote their welfare
 - The lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, and what is needed to respond to this
 - The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
 - Children in need (disabled children, those with relevant health needs and young carers) who have specific need to be alert to.

Staff and Volunteer Responsibilities

Due to their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. All staff maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. ***It is not the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL as a matter of priority or, in his/her absence, to the nominated deputy DSL. The staff member will also record their concern on CPOMS making sure to distinguish between fact and opinion and using the words of the child/adult concerned where possible.

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 disclosure/concern to the DSL in the first instance. Where the disclosure is made by a pupil receiving outreach support to a member of The Pears 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.

All staff have a responsibility to provide a safe learning environment in which our children can learn. They will ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning.

Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection.

All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life.

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

- Has health conditions including a mental health need;
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups and county lines
 - is at risk of child sexual exploitation and/or other extra familial harm
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child;
 - has a family member in prison;
 - is affected by parental offending;
 - is at risk of honour based abuse;
 - is at risk of female genital mutilation;
 - is at risk of forced marriage;
 - is persistently absent from school (including for part of the school day).
- All staff are aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
 - If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment by requesting services from Bright Start 5-19 (Islington) or the appropriate Early help team in the borough in which the child resides. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

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

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 Pears 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.

Safeguarding and Child Protection Procedures

- Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must report it**

immediately to the DSL (or, in their absence, the deputy DSL). See flowchart 'What to do if you are worried about a child/young person' on page 5.

- The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing CSCReferrals@islington.gov.uk within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE, 2021) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.
- Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should discuss this with the DSL for re-consideration of the case. If after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the head teacher or safeguarding governor.
- If after a referral to CSC a child's situation does not appear to be improving, the DSL will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCB procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).
- These procedures apply to all staff working/volunteering in the school and will be covered in training to enable everyone understands their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**
- All staff are aware that children with disabilities, special needs language delay and/or where English is not their first language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.
- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. Pears Family School adheres to the London Safeguarding Children Procedures (Online, March 2021). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website www.islingtonscb.org.uk.
- When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and given the safeguarding Induction for Temporary Staff, the name of the DSL and how to share concerns with them.
- The headteacher will ensure that the policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

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, sexual violence and sexual harassment, racist abuse and harassment, protection from radicalisation and extremist narratives, intimate care, pupils missing education and internet safety. 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. Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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 Staff should also refer to Part 1 and Annex A within KCSIE, 2021 and 'What to do if you are worried a child is being abused' (2015):

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

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

- Staff should take action on any mental health concerns and discuss them with the DSL.
- 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 CPOMS and the Body Map may also 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 Islington - 0207 527 7400 and follow up in writing to CSCReferrals@islington.gov.uk (or for the borough within which the child resides if not Islington– contact details on the safeguarding board in the staffroom).

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.
- 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.

○ **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 on the school CPOMS system. The school will keep a record of staff child protection training.

Concerns about children should be recorded on CPOMs 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. It will also include a bodymap of injuries if they have been observed. Safeguarding concerns will be recorded as soon as possible after the disclosure/incident/event using the child's words where appropriate and will be signed and dated by the member of staff concerned. 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.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSiE 2021. These will be given to the new DSL and a receipt of delivery will be obtained.

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 i.e. 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.

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 i.e 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.

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 in line 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 DSL 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 2021 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.

Safeguarding records (physical copies of 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 Pears 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. We will take seriously any allegation received and follow the guidance in Part 4, Section 1 of KCSIE 2021.

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 Head teacher. In the case of the allegation being made against the Head teacher this will be brought to the immediate attention of the Chair of Governors and the Chair of Trust. The Head teacher/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.

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

- Basic enquiries to establish facts before contacting LADO
- A case manager (usually headteacher) to lead investigation
- The case manager to discuss any concerns about the welfare of other children in the community of member of staff's family with DSL and make risk assessment
- DSL may then make a referral to children's social care

Low-level Concerns:

- Pears Family School, as part of our whole school approach to safeguarding, promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We believe it is critical to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one KCSIE 2021) are shared responsibly and with the right person, recorded and dealt with appropriately. This is to ensure that problematic or inappropriate behaviour is identified early, the risk of abuse is minimised and that all adults working in the school are clear about

professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

- The School's low-level concerns are set out within the staff code of conduct, as per Part 2 of KCSIE 2021.

○ **(c) What to do if you have a low-level concern**

- Low-level concerns about a member of staff should be reported to the DSL. Where a low-level concern is raised about the DSL, it should be shared with the headteacher.
- The school encourages staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the DSL and/or headteacher, and recorded in accordance with the school's staff code of conduct policy (as per paras 419 and 421 KCSIE 2021), and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

○ **(d) Recording low-level concerns**

- All low-level concerns should be recorded in writing by the DSL. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
 - Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) (as per paragraph 109 KCSIE 2021).
 - Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will either implement disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO.
 - Consideration will also be given to whether there are wider cultural issues within the school that have enabled the behaviour to occur and where appropriate policies will be reviewed and updated or extra training delivered to minimise the risk of it happening again. The records will be retained at least until the individual leaves the employment of the school, unless there is an ongoing investigation taking place.
- All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
 - Pears Family School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Human Resources Service.

Inter-agency Working

- Our school has an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working in line with WTSC 2018. If named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Board, the school has a statutory duty to cooperate with published arrangements.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- Pears Family School recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

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. A senior staff member of The Pears Family School is also a trained teacher in the delivery of MAPA physical intervention. 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.

Complaints

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

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or

volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff.

Training

- All members of staff have been provided with a copy of part one of KCSIE, 2021 which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. All members of staff who work directly with children should at least read Part 1 and must sign to confirm that they have read and understood. There is a condensed version of Part 1 in Annex A of KCSIE 2021 that should be read by certain staff who do not directly work with children in these roles:
- This is kept on the single central record.

All staff working directly with children:

- Are expected to read at least Part 1 of KCSIE
- Should reassure victims of abuse that they are being taken seriously, they will be supported and kept safe.
- Should not give children the impression they are creating a problem or made to feel ashamed for making a report.
- Should know the indicators of abuse and neglect for specific safeguarding issues eg child criminal exploitation and child sexual exploitation.
- Should be aware that multiple safeguarding issues often overlap with one another.
- Should be aware of the risk factors that increase the likelihood of involvement in serious violence.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school's internal safeguarding procedures and communication lines. As a minimum, this will include
 - the child protection policy
 - the behaviour policy
 - the staff code of conduct
 - the safeguarding response to children who go missing from education; and
 - the role of the DSL (including the identity of the DSL and any deputies). A Safeguarding Induction for temporary staff is given to staff and volunteers to support this process.

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's 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.

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

Our Safeguarding Policy is available on the school website and on request. 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.

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

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

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly.

Safer Recruitment

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

Any members of staff who are involved in the recruitment and selection process are appropriately trained in safer recruitment, covering the topics contained in Part 3 of KCSIE 2021 at a minimum. In accordance with The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 we will ensure that at least one of the persons who conducts an interview has completed safer recruitment training recommended by the Islington Safeguarding Children Partnership and should be repeated every three years.

The school will ensure that the safer recruitment process covers paragraphs 192 – 316 of KCSIE 2021 in relation to advertisement, application form, shortlisting, employment history and references, selection, ID, DBS checks etc.

- The Governing Body will ensure that the Senior Leadership Team and at least one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.
- Pears Family School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff (including supply staff), volunteers and governors and meets statutory requirements.
- We expect all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

Visitors

○ Volunteers

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

○ 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.

○ Contractors

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

○ Site Security

Visitors to the school, including contractors and visiting speakers, are asked to sign in and are given a badge and coloured lanyard, which confirms they have permission to be on site and their role within school (yellow – parent/carer; black – staff member; blue – visitor). 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 Head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

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

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

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

Teaching pupils and parents / care-givers 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:

- 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

Online Safety

1. Pears Family School recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The DSL and leadership team have read paragraphs 123-135 regarding Online Safety within KCSIE 2021.
2. Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and deputy DSLs, when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safeguarding within the school.
3. Pears Family School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
 - commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)
4. Pears Family School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 and has appropriate policies in place that are shared and understood by all members of the school community.

5. The school's approach to online safety will consider the 4 C's above. We have clear rules relating to the use of mobile and smart technology that means pupils are not allowed to access their mobile phones. In doing so we are preventing and deterring the use of mobile phone networks during school time for pupils to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.
6. Pears Family School recognises that online safety is part of the whole school approach to safeguarding which includes:
 - Parental engagement with online safety
 - An appropriate level of security to protect users and their data
 - An annual review of the school's online safety procedures which include a risk assessment that reflects and considers the risks children face online
 - Curriculum planning
 - Teacher training
 - The role and responsibilities of the DSL
7. Further information reading the specific approaches relating to this can be found in the schools Acceptable Use of ICT Policy which can be found on the website.
8. Pears Family School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
9. Pears Family School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Learning at home

Where children are being asked to learn online at home the DfE has provided [Remote education good practice](#). It is essential that children are safeguarded from potentially harmful and inappropriate online material. Staff with access to school devices are reminded about rules on the **misuse of school technology** – devices used at home should be used just like if they were in full view of a teacher or colleague. School staff will:

- not use private accounts
- log all contacts
- log issues and concerns
- considering pupils with SEND
- avoiding private chats with pupils

Curriculum and Staying Safe

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

Our school will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering relevant issues in Relationships Education (for all primary pupils) and Relationships

and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which has been compulsory since September 2020.

- **Relationships and Sex Education and Health Education:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **Education for a Connected World framework:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Our school will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Systems have been established to support the empowerment of children to talk to a range of staff so that pupils at Pears Family School will be listened to, heard and their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support will include: This might include:
 - Reflection
 - Worry boxes
 - Buddy and peer-mentoring systems
 - Peer mediation
 - PSHE events
 - Feedback questionnaires with groups of children
 - Specific BULLYING POLICY (cross reference here)
- Think U Know, Childnet

Prevent Issues: protecting pupils from Radicalisation and Extremism

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

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.

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)

The Pears 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 within this policy

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

Staff will complete training including how to identify people who may be vulnerable to being drawn into terrorism and how to refer them into the Channel process.

www.elearning.prevent.homeoffice.gov.uk

The Pears 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>

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 Pears 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
- 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
- Family and individual therapy
- Parent and pupil workshops on specific themes e.g. cyber safety
- Support from Safer Islington Partnership (SIP) and Islington Safeguarding Board representatives

Children in specific circumstances

a. **Children who need a social worker (Child in Need and Child Protection Plans)**

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Once information about a child with a social worker is communicated to the school, the DSL will, as a matter of routine, hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection'
<https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need> contains further information; the conclusion of the review, 'Help, protection, education'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf sets out action the Government is taking to support this.

b. **Peer on peer abuse**

- Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other

child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

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

School staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of online abuse as well as face to face.

Peer-on-peer abuse can happen online through:

- Abusive, harassing and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images/videos especially in chat groups
- Sharing of abusive images and pornography, to those who do not want to receive it

Staff should:

- Recognise and respond to the indicators
- Recognise it may be taking place, even if not reported
- Understand their role in preventing and responding where a child is at risk
- Understand the importance of challenging inappropriate behaviours to ensure a safe environment and not to normalise abuse
- Recognise it can take place inside and outside of school and/or online

(See Appendix D for prevention of and response to peer on peer abuse)

Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships and/or
- relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm and/or
- a significant change in well-being

- signs of assault
- unexplained injuries
- unexplained gifts or new possessions may indicate involvement with individuals associated with criminal networks or gangs.

Safeguarding Children with Special Educational Needs and Disabilities (SEND)

Pears Family School acknowledges that children with special educational needs and disabilities and/or certain health conditions can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

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

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

Children Missing from Education

- Our school recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child going missing from education is a potential indicator of abuse or neglect.
- Our school has a procedure in place for responding to unauthorised absence and responding to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police. For further information, please access the school's policy and procedures regarding attendance.

Child Criminal Exploitation (CCE)

- Pears Family School recognises the impact of gangs, county lines, violent crime and exploitation on children and young people. We recognise that our initial response is important and so staff will take any allegation seriously and work in ways that support children and keep them safe.

Staff are aware that CCE can include the following:

- Vehicle crime and threatening/committing serious violence
- Children may become trapped due to threats of violence to them and families
- Children may be coerced or entrapped into debt/carrying weapons
- Children may carry weapons for protection
- Children involved in CCE need to be treated as victims themselves even though they may be committing crimes (particularly older children)
- Girls are at risk of CCE too, even though experiences may be different

Child Sexual Exploitation (CSE)

- All staff at Pears Family School have been made aware of the revised definition of CSE, as issued by the Department for Education in February 2017 which is

"Child Sexual Exploitation is a form of child sexual abuse.

It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

- We understand that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.
- CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- Further information about CSE including definitions and indicators is included in Annex B of KCSIE 2021.

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group:

- takes advantage of an imbalance in power (including gender, sexual identity, cognitive ability, physical strength, status and access to economics or other resources) to coerce
- takes advantage to manipulate or deceive a child into sexual or criminal activity
- uses abuse in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or:

- a series of incidents over time
- from opportunistic to complex organised abuse

The abuse:

- can involve force and/or
- enticement-based methods of compliance and
- may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B of KCSIE 2021.

County Lines

Some indicators of county lines are:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Staff are aware of the different forms of extra familial harm including sexual exploitation, criminal exploitation and serious youth violence. Staff are also aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues that put children in danger, such as

- drug taking
- alcohol abuse
- deliberately missing education
- sexting

Domestic Abuse

The current definition of Domestic Abuse from the Domestic Abuse Act 2021 is:

The behaviour of a person towards another person is "domestic abuse" if—

- They are each aged 16 or over and are personally connected to each other i.e. (a) they are, or have been, married to each other; (b)they are, or have been, civil partners of each other; (c)they have agreed to marry one another (whether or not the agreement has been terminated); (d)they have entered into a civil partnership agreement (whether or not the agreement has been terminated); (e)they are, or have been, in an intimate personal relationship with each other; (f)they each have, or there has been a time when they each have had, a parental relationship in relation to the same child; (g)they are relatives.
- the behaviour is abusive.

(3) Behaviour is “abusive” if it consists of any of the following—

- a) physical or sexual abuse;
- b) violent or threatening behaviour;
- c) controlling or coercive behaviour;
- d) economic abuse;
- e) psychological, emotional or other abuse;

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

(4) “Economic abuse” means any behaviour that has a substantial adverse effect on one party’s ability to—

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

(5) For the purposes of this Act A’s behaviour may be behaviour “towards” B despite the fact that it consists of conduct directed at another person (for example, B’s child).

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

Curriculum and Staying Safe

- Our school recognises our essential role in helping children through PSHE to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our school will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering relevant issues in Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which has been compulsory since September 2020.
- **Relationships and Sex Education and Health Education:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **Education for a Connected World framework:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Our school will use the curriculum and our therapeutic model of working to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
 - Systems have been established to support the empowerment of children to talk to a range of staff so that pupils at Pears Family School will be listened to, heard and their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support will include:
 - Reflection

- Multi-Family Learning
- Buddy and peer-mentoring systems
- Peer mediation
- PSHE events
- Regular feedback questionnaires with groups of children
- Specific Behaviour and Anti Bullying policy
- Think U Know, Childnet, Digital Literacy Scheme of work etc.

MONITORING AND REVIEW

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- This policy has been written in September 2021 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare which comes into force on 1st September 2021.
- The policy forms part of our school development plan and will be reviewed annually.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

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 Munchausen'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)

APPENDIX B

OTHER SPECIFIC SAFEGUARDING ISSUES

(Also See Annex B of KCSIE 2021)

'Honour based' abuse (HBA)

- Staff and volunteers at Pears Family School are aware that so called 'Honour-based' abuse (HBA) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
- The indicators of HBA and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBA.

Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.
- Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex B of KCSIE, 2021 for further details. See [. Summary of Mandatory FGM reporting duty](#)
- If there are concerns that a girl is going to be cut, the DSL should complete the ISCB FGM Risk Assessment Tool [Islington FGM Risk Assessment](#) to identify the relevant indicators and inform further action.
- The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>).
- The DSL will also ensure that information and training is made available as appropriate to all members of staff.

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

Forced Marriage

- A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and it is a crime.
- Our staff understand how to report concerns where this may be an issue. The school will contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email fmf@fco.gov.uk .
- The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk .

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet:-

- Cyber-enabled – crimes happen off-line and enabled at scale/speed online or
- Cyber-dependant – where there is
 - Unauthorised access to computers and illegal hacking, eg accessing a school's computer network to look for test paper answers or change grades
 - Denial of service attacks or 'booting' where attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
 - Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
 - Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL should consider referring to the Cyber Choices programme, a Police programme supported by the Home Officer and led by the National Crime Agency.

Cyber Choices aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, '[National Cyber Security Centre - NCSC.GOV.UK](#)

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by

- parents or other family members;
- by people known but not related to the victim (such as neighbours, friends and acquaintances); and
- by strangers.

Other community safety incidents in the vicinity of a school may raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for

example, as they start walking to school on their own) Pears Family School will give practical advice on how to keep themselves safe. We will provide outdoor-safety lessons run by teachers or by local Police. The lessons will focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available here: [Home - Action Against Abduction](#) and [Home - Clever Never Goes](#)

Modern Slavery and the National Referral Mechanism (NRM)

Modern slavery is linked to human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - [Modern slavery - GOV.UK \(www.gov.uk\)](#)

APPENDIX C

Keeping yourself safe when responding to disclosures

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

- Contact the DSL
- The DSL may be required to make appropriate records available to other agencies

6. Relax

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

APPENDIX D:

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

Peer-on-Peer Abuse

1. Context

- a. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- b. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- c. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

2. Policy

- a. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.
- b. We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE 2021
- c. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- d. We will minimise the risk of peer-on-peer abuse by: -

i. Prevention:

- Taking a whole school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.
- Using a clear reporting system for staff and pupils, that is well promoted, easily understood and accessible
- Recognising that it may be taking place, even if not reported
- Publicising the school's zero-tolerance approach to abuse
- Online safety, including mobile phone usage during school hours

ii. Responding to reports of sexual violence and sexual harassment:

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the [Searching, screening and confiscation advice for schools](#) Staff taking a report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.

- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

iii. Risk Assessment: -

- Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider;
 - The victim, especially their protection and support.
 - The alleged perpetrator, their support needs and any discipline action.
 - All other children at the school.
 - The victim and the alleged perpetrator sharing classes and space at school.
 - The risk assessment will be recorded and kept under review.
 - Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

iv. DSL considerations and response

- The DSL will consider: -
 - The wishes of the victim.
 - The nature of the incident including whether a crime has been committed and the harm caused.
 - The ages of the children involved.
 - The developmental stages of the children.
 - Whether there is a power imbalance between the children/young people.
 - Any previous incidents.
 - Ongoing risks.
 - Other related issues or wider context.

Options: The DSL will then consider the following options: -

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

v. Ongoing Response:

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

- Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children& adults) will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

3. Physical Abuse

- While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.
- These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.
- The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

APPENDIX E

NATIONAL SUPPORT ORGANISATIONS

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour based Abuse

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

Sexual Abuse and CSE

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

Online Safety

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

- Get safe Online: www.getsafeonline.org

Radicalisation

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

APPENDIX F

LOCAL SUPPORT

Islington Children's Services Contact Team

Telephone: 020 7527 7400

CSCreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101

Email: lado@islington.gov.uk

Islington Police

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

NPCC- When to call the police

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> should help DSLs understand when they should consider calling the police and what to expect when they do

Islington Safeguarding Children Board (ISCB)

iscb@islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959

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

Islington Family Directory

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

Principal Officer Safeguarding in Education

Pupil Services

Telephone 020 7527 5845

Alternative number Pupil Services: 020 7527 3747