



Margaret McMillan Nursery School and Children's Centre

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Margaret McMillan Nursery School Child Protection and Safeguarding Policy

based on Keeping Children Safe in Education, 2019
DfE statutory guidance

Key Safeguarding Contacts:

The Designated Governor for safeguarding and child protection is: *Peter Stanton Ife*

The Designated Safeguarding Lead (DSL) for child protection is: *Mary Hart*

The Deputy Designated Safeguarding Leads are: *Hannah Fitzgibbons*

The Designated Teacher for children looked after/previously looked after (CLA) is: *Mary Hart*

The Designated Manager for Allegations against Staff and Volunteers is *Mary Hart*

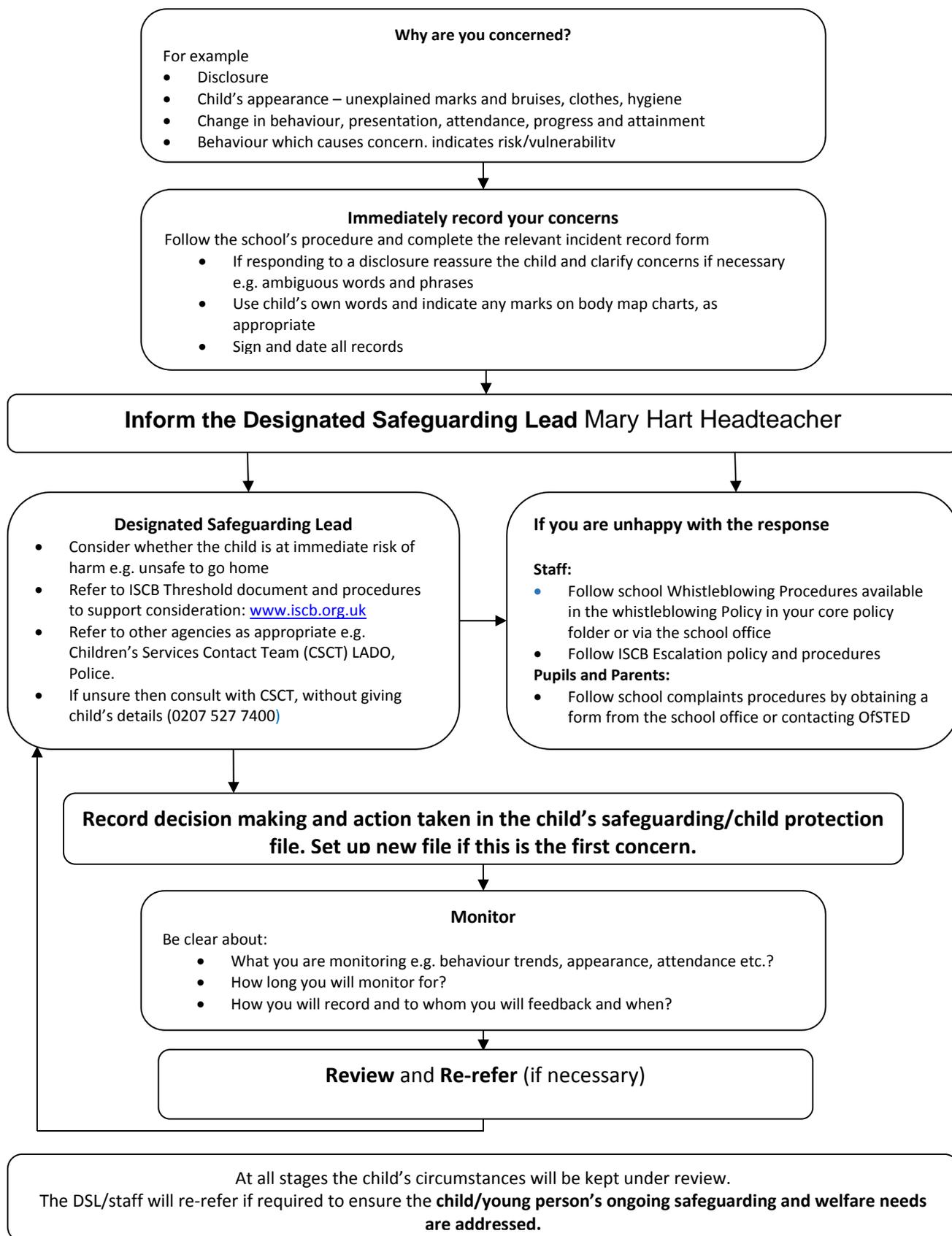
This policy was reviewed and adopted by the Governing Body on: 10th October 2019 it will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before October 2020.

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

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What to do if you have a welfare concern in Margaret McMillan School



1. Introduction and Ethos

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

- a. Margaret McMillan Nursery School recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. Margaret McMillan Nursery School is aware that in our school the children's age may mean they may not understand what has happened to them or what they have seen. We need to be particularly aware that very young children express experiences through behaviours or language appropriate to their age. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.
- b. Margaret McMillan Nursery School recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.
- c. Our school core safeguarding principles are:
 - That schools are an important part of the wider safeguarding system for children.
 - It is a whole school responsibility to safeguard and promote the welfare of children
 - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Child Protection Procedures, 2019.

2. Definitions

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

Within this document:

- **Safeguarding:** Working Together to Safeguard Children, 2019, defines safeguarding as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best life chances.

¹ Keeping Children Safe in Education (DfE, 2019)

² Inspecting safeguarding in early years, education and skills, Ofsted, September 2019.

- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes governors.
- **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to pupils of our school; the policy will also extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the document and appendices 1 and 2.

3. Context

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

This includes:

- Working Together to Safeguard Children (DfE 2018) (WTSC)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all school and college staff and Appendix 1(DfE, September 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2019.pdf
- London Safeguarding Children Procedures, March, 2019 <http://www.londoncp.co.uk/>
- [Teaching online safety in schools \(DfE, 2019\)](#)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2019)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)
- Children and Social Work Act, 2017
- Early Years and Foundation Stage Framework, 2017 (EYFS)
https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)

- [Preventing youth violence and gang involvement \(Home Office, 2015\)](#)
 - Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
- Behaviour Management, linked to the use of physical intervention
 - Data Protection (including GDPR) and Information Sharing
 - Staff Code of Conduct for Staff (including Acceptable Use of Technology)
 - Health and Safety including Risk Assessments and First Aid and Accidents
 - Safer Recruitment
 - Whistle-Blowing
 - Personal and Intimate Care
- d. All staff and volunteers at Margaret McMillan School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.
- e. Supporting Guidance (to be read and followed alongside this document)
- Information Sharing Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
 - What to do if you're Worried a Child is being Abused
 - [What to do if you're worried a child is being abused - Publications - GOV.UK](#)
 - Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2015
 - <https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
 - Mental Health & Behaviour in Schools [Mental health and behaviour in schools - Publications - GOV.UK](#)
 - Teachers Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>
 - Safeguarding Disabled Children – Practice Guidance - DOH, 2009
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>
- f. These documents are available online and can be accessed via the school office if required.

4. Key Responsibilities

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

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

a. The Governing Body

- The Governing Body holds overall responsibility for the child protection and safeguarding functions of Margaret McMillan Nursery School and will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Islington Safeguarding Children Board (ISCB), including local protocols for assessment and the ISCB's threshold document.
- 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.
- Our school has a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that the school has an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The governing body, have read and will follow KCSIE 2019.
- 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 Peter Stanton-lfe.
- The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.
- Maintained schools: Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.
- The Designated Safeguarding Governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead regarding child protection issues. **This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.**
- Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Headteacher.

b. Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff
- sufficient resources and time are available to enable the Designated Safeguarding Lead (DSL) to carry out their duties and case holding staff are able to take part in strategy discussions/meetings, initial and review

child protection conferences, core group and Team around the Child Meetings and other inter-agency meetings which contribute to the assessment of children including writing reports for conferences

- all concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy.
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the school, including having Deputy Designated Safeguarding Leads who have the role added to their job descriptions.

c. Designated Safeguarding Lead (DSL)

- The school has appointed a member of the senior leadership team Mary Hart Headteacher as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The school has also identified additional staff to deputise for when the DSL is not available.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children 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 (e.g. Success in Schools weekly updates, access to information from Success in Schools website, conferences, other training etc.) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school 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 Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead 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.
- The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for CLA and the Head of the Virtual School for all children who are looked after or have previously been looked after.
- The DSL ensures that the school provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences and Team around the Child Meetings)

d. Staff and volunteers

- Due to their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. 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.
- 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.

e. Children and Young People

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

f. Parents and Carers

- Parents/carers have a responsibility to:
 - Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
 - Identify changes in behaviour which could indicate that their child is at risk of harm online, or in the wider community.
 - Seek help and support from the school, or other appropriate agencies, if they or their child have any safeguarding concerns
 - Contribute to the development of the schools safeguarding policies
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.
- Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website (www.margaretmcmillan.islington.sch.uk).

5. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within KCSIE, 2019 and 'What to do if you are worried a child is being abused' (2015).
- All staff are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding

issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff are alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, our school can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

6. Children in Specific Circumstances

a. 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, 'up-skirting', '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 teaching opportunities 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.

See Appendix 4

b. 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 or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

c. Safeguarding Children with Special Educational Needs and Disabilities

- Margaret McMillan Nursery School acknowledges that children with special educational needs and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- Our staff are aware of the additional barriers which exist recognising abuse and neglect in this group of children, these include:
 - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
 - Speech, language and communication needs which may make it difficult to tell others what is happening.
- All staff will ensure that children with special educational needs and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

d. Children Missing from Education

- Our school recognises that all children, regardless of their circumstances, are entitled to an 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

g. Gangs, County Lines, Violent Crime and Exploitation

- Margaret McMillan Nursery 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.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Increased absence from school.
 - Change in friendships/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant change in wellbeing.
 - Signs of assault/unexplained injuries.

h. Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

i. Child Sexual Exploitation (CSE)

- All staff have been made aware of the revised definition of Child Sexual Exploitation, 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.

j. So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

- **Female Genital Mutilation (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.

- 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 is a crime. Our staff understand how to report concerns where this may be an issue.

k. Online Safety

- Margaret McMillan Nursery 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 Annex C regarding Online Safety within KCSIE, 2019.
- 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.
- Margaret McMillan Nursery 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 material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Margaret McMillan Nursery School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.
- Further information reading the specific approaches relating to this can be found in the schools e- Safety Policy, which can be found in core policies folders or via the school office.
- Margaret McMillan Nursery 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.
- Margaret McMillan Nursery 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.

l. Radicalisation

- Our school recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.
- All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.
- All staff will complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>.

m. Curriculum and Staying Safe

- Our school recognises our essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Margaret McMillan Nursery 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. This will include online safety.
- Students will be taught (appropriate to their age and ability) about a range of safeguarding concerns through implementation of the EYFS.
- A culture has been established to support the empowerment of children to talk to a range of staff so that pupils at Margaret McMillan Nursery School will be listened to, heard and their concerns taken seriously and acted upon as appropriate.

7. Safeguarding and Child Protection Procedures

- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. Margaret McMillan Nursery School adheres to the London Safeguarding Children Procedures (Online, April, 2019). 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, the name of the DSL and how to share concerns with them.
- Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart 'What to do if you are worried about a child/young person' on page 3.
- The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE, 2019) 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.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE, 2019 for further details.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case in order to reassure themselves the child is safe and their welfare is being considered. If after following this process, the staff member

remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the head teacher or safeguarding governor.

- If after a referral to CSC a child's situation does not appear to be improving, the DSL 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.

8. Early Help

- Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- All 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 or request targeted family support, e.g. Families First or IFIT. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation does not appear to be improving for the child.

9. Record Keeping

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

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL or the deputy DSL in the DSL's absence.
- Safeguarding concern forms are kept in the staff room and main office.
- Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding and child protection records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2019. These will be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, September, 2018

10. Confidentiality and Information Sharing

- Margaret McMillan Nursery School recognises that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff are aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the POSIE to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- DfE Guidance on Information Sharing (July, 2018) provides further detail. These documents are available online and can be accessed via the school office if required.

11. Inter-agency Working

- Margaret McMillan Nursery School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- Margaret McMillan Nursery 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.

12. Complaints

- The school has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. You can obtain a form from the school office.
- 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

Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of KCSIE, 2019 which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. School leaders and all members of staff who work directly with children should also read Annex A as part of KCSIE, 2019 and must sign to confirm that they have read and understood Part One and Annex A, this list is kept in the safeguarding training file in the Head teacher's office.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school's internal safeguarding procedures and communication lines. As a minimum, this will include
 - the child protection policy
 - the behaviour policy
 - the staff behaviour policy (sometimes called a code of conduct)
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the school policies
 - Refer concerns to the DSL and be able to seek support external to the school if required
- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the school's expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy.

- The DSL will maintain an up to date register of who has received safeguarding and child protection training, including Prevent and will provide an annual update to the Governing Body as part of the annual safeguarding report.
- Although the school has a nominated lead for the governing body, Peter Stanton Ife, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.
- There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force) and recognises that where intervention is required, it should always be considered in a safeguarding context.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.
- Full advice and guidance can be found in *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015)* which can be found online and can be accessed via the school office.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings* and related school policies.

14. Staff Supervision and Support

- The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role. Any member of staff affected by issues arising from concerns for children's welfare or safety is encouraged to seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff including newly qualified teachers and support staff will receive induction training and may have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.

- The school will provide appropriate supervision for all members of staff to ensure that:
 - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - staff have regular reviews of own practice to ensure they improve over time.
 - case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

For Schools with Early Years and Foundation Stage Provision:

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

15. Safer Recruitment

- Margaret McMillan Nursey School is committed to recruiting staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. To this end, the Governing Body will ensure that the Senior Leadership Team and one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.
- The school has a *Safer Recruitment Policy* and procedures in place to prevent people who pose a risk of harm from working with children, in line with statutory guidance, by ensuring:
 - at least one person on any interview panel has completed safer recruitment training and interviews include a question related to safeguarding practice
 - all applicants complete an application form, gaps in education and employment are explored and appropriate pre-appointment checks are carried out, e.g. references and DBS checks
 - proportionate decisions on whether to ask for any checks beyond what is required are made by the chair of the interview panel
 - all volunteers are appropriately recruited and supervised
- Margaret McMillan Nursery School] is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and meets statutory requirements.
- We advise all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

16. Allegations Against Members of Staff and Volunteers

- Margaret McMillan Nursery School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. **Such allegations should be referred immediately to the Head Teacher** in line with KCSIE (2019) who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors or directly to the LADO.
- 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

- Margaret McMillan Nursery 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.
- a. For specific guidance on how to respond to allegations against staff, please refer to the “Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy which can be found in Appendix 9, the staff room and main office. **When in doubt – consult.**

17. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, then an application to use premises will be refused.

18. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within our Health and safety Policy. Visitors will be expected to sign in and out via the office visitors log and will be supervised by staff at all times
- 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.

21. 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. The policy will also be available to parents/carers.
- This policy has been written in October 2019 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our school development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

22. Local Support

Islington Children's Services Contact Team

Telephone: 020 7527 7400

csctreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101

Email: lad0@islington.gov.uk

Islington Police

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

Islington Safeguarding Children Board (ISCB)

iscb@Islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959

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

Islington Family Directory

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

Appendix 1: Categories of Abuse

1. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2019 and staff who have direct contact with pupils should also read annex A.
3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE, para50:2018).

Signs that MAY INDICATE Sexual Abuse

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

Signs that MAY INDICATE physical abuse

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

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

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: Specific Safeguarding Issues

(Also See Annex A of Keeping Children Safe in Education 2019)

a. Peer on Peer Abuse (Allegations of abuse made against other children)

- All members of staff at Margaret McMillan Nursery School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to: bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, 'upskirting', violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Margaret McMillan Nursery School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 6, above and in accordance with ISCB procedures.
- Margaret McMillan Nursery School will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Islington Police, ChildLine etc.).
- 'Sexting' or 'Youth Produced Sexual Images' will not be tolerated and the school will respond to such cases in line with the UKCCIS "Sexting in Schools and Colleges" guidance.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Pupils who have been experienced peer on peer abuse will be supported by being offered an immediate opportunity to discuss the experience with a member of staff
- Margaret McMillan Nursery School is aware of and will follow the ISCB procedures (www.iscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.
 - Pupils who are alleged to have abused other pupils will be helped appropriate to their age by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour policy.
 - Speaking with other local services (such as early help or children's specialist services) as appropriate

b. **Child Sexual Exploitation (CSE)**

- All Margaret McMillan Nursery School staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- *'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'*

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

c. 'Honour based' violence

- Staff and volunteers at Margaret McMillan Nursery School are aware that so called 'Honour-based' violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
- The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.
- The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:
- "FGM The Facts":
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf "FGM an Overview:"
<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>
- All members of staff will follow the school and ISCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

d. Female Genital Mutilation (FGM) mandatory reporting duty

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

e. Forced Marriage

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

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

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

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

6. Relax

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

Appendix 4: Peer on Peer Abuse including Sexual violence and sexual harassment between children in schools and colleges

This framework has been adapted to fit the age and developmental stage and understanding of our pupil group.

1. Context

- a. Children who attend Margaret McMillan Nursery School may experience directly or indirectly sexual violence or sexual harassment. In our experience young children can be the victims of older siblings and their peers through direct personal abuse or indirectly observing or witnessing abuse.
- b. Sexual violence and sexual harassment can occur between 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.
- c. 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.
- d. 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 (2018)³
- 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:**
 - o Taking a whole school approach to safeguarding & child protection
 - o Providing training to staff
 - o 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.
 - o Engaging with specialist support and interventions.
 - ii. **Responding to reports of sexual violence and sexual harassment:**
 - o Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

³ KCSiE (DfE 2018)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2018)

- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the 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.
- The victim, alleged perpetrator and other witnesses (children& adults) will receive appropriate support and safeguards on a case-by-case basis.

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.

Appendix 5: National Support Organisations

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

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

Radicalisation

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

Appendix 6

Tracking and Reviewing Concerns

Practice guidance and Information

The importance of child protection and safeguarding and the school “whistle blowing” fail safe procedure is discussed with the parent at the registration meeting.

Training has identified the importance of:

- Staff being alert to indicators that a child may be at risk of harm or significant harm.
- Accurate recording of all incidents including when staff feel unsure that their concern is significant
- Review of incidents in case a pattern or accumulation of concerns has arisen.

Margaret McMillan is a large school. Children attend for a range of different care packages in Homebase, babyroom, class and Term-time Twos. To ensure good liaison and monitoring within and between teams the tracking system is universal across the school. It is crucial that procedures for recording and review are consistent.

These notes aim to support teams in recording, reviewing and updating information quickly and effectively.

School Practice Incident Report

- These forms should be completed for every incident of concern by a member of staff. The staff member who encounters the incident should complete the form
- Unusual injuries, behaviour or comments should be entered and the context noted.
- Any follow up information obtained from parents should also be added.
- The staff member should share the information with their team leader or the DSL who will agree actions to be taken and log the concern in the tracker
- Blank forms are kept in the staffroom and main office

The tracker

- There are 2 A4 lever arch files for tracking concerns (called the Concerns Tracker).
- The Lever Arch files contain pockets for all children on roll at Margaret McMillan
- The concerns trackers are kept in the large safe in the resources room separate from all other record keeping materials.
- The trackers are extremely *confidential* and should only be consulted in the office. The key can be obtained from the admin team.
- The trackers provide a simple recording system for every child which is quickly and easily accessible
- Children’s records are filed alphabetically by surname.

Completing the tracker

- Usually teachers or the seniors (SNEWs) will make entries on the tracker in consultation with the DSL but any member of staff may do so.
- Attention should be paid to any earlier entries which might affect the action taken.
- Complete every column in the tracker and attach incident report sheets and any additional information you must ensure that all parts of the incident report form is completed, is clear and legible.

Logging an entry

Once an entry has been completed on the concerns’ tracker this should be recorded on the concerns’ tracker Log sheet kept in the front of first lever arch file everyone can see quickly whose sheet they need to check.

Reviewing the tracker

Each individual incident will be allocated a review period by the DSL.

The DSL will review the tracker weekly

Team leaders review the trackers to ensure that any relevant information has been understood by team members and that they are confident about the information they have received and action has been followed through.

The trackers will be reviewed by team leaders at child review termly.

Margaret McMillan Nursery School Incident Record

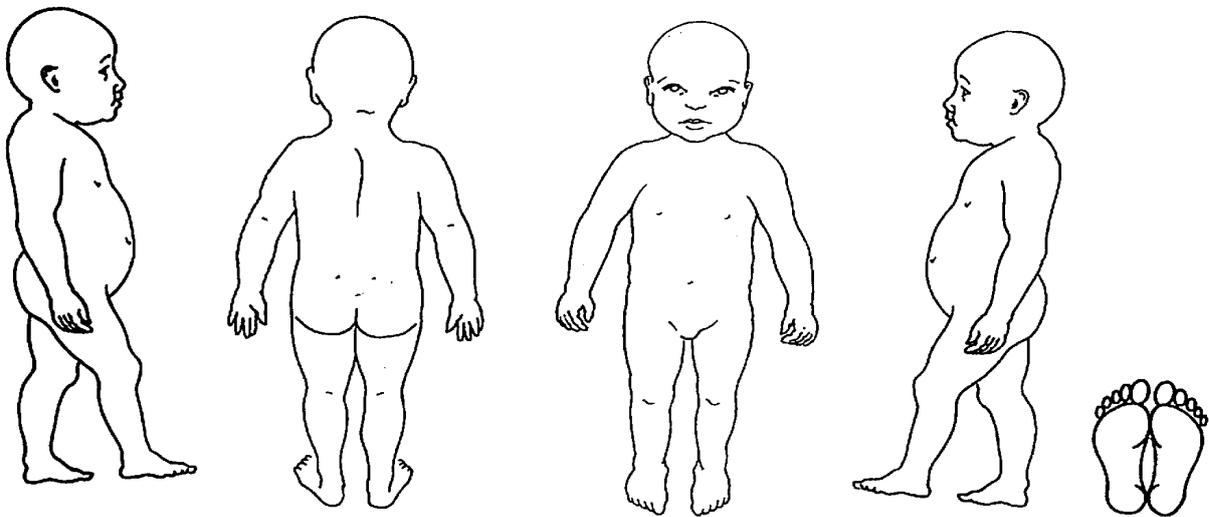
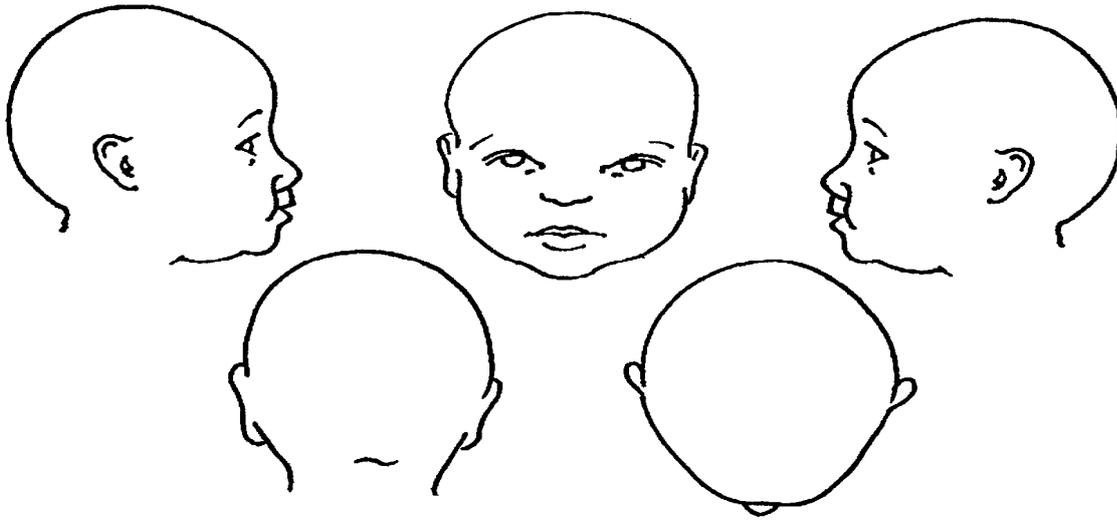


To report concerns – for ANY staff member to complete

INCIDENT RECORD to record single concerns /incidents	
Child's Name:	DOB:
Location:	
Shared with: (identify who this incident record is shared with at the time of recording)	Date:
<input type="checkbox"/> Team Leader	
<input type="checkbox"/> Designated Safeguarding Lead	
<input type="checkbox"/> Parent	
<input type="checkbox"/> Children's Services Contact Team (CSCT) or named SW if already allocated	
<input type="checkbox"/> Early Years Safeguarding Advisor or Principal Officer	
Details of concern/incident (Write anything in here that has concerned you about a child: Presentation; Anything they have done – changes in behaviour; Injury – record on body map-; Something they have said; Parents engagement. -include detailed factual information only)	
Parents comments (initial response, follow up discussions with parent should be recorded on a separate document)	
Immediate action to be Taken (Write in here: What action you have taken and agreed)	
Name of the DSL on duty at time of incident	
Person completing the incident record	
Print name:	Location:
Signed:	Date:

- 1) All incidents should be recorded and shared with the settings designated officer for safeguarding & child protection (or identified designated person) without delay
- 2) Incidents can be shared or further advice sought with the EY Safeguarding Advisor or Principal Officer – Safeguarding in Education, including in the absence of the setting's DSL or when there is disagreement.
- 3) Incidents can be shared directly with CSCT in the absence of the settings identified designated officer to ensure there is no delay or when there is disagreement

Body Map



When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate metres or inches
- Is there a scab? / any blistering? / any bleeding?
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so - is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere? Does the child say they are, or appear to be, in pain?
- Does the child feel hot?
- Is the injury clean? or is there grit/fluff etc? Does the site of the injury feel hot?
- Is mobility restricted as a result of the injury? Did the parent/carer inform the centre at time of arrival?

Margaret McMillan Nursery School Recording and Tracking Sheet

Child's Name:			Date of Birth	
Status (tick as appropriate)	Child Protection	Child in Need	Early Help	N/a

Chronology

Date	Incident Report Information	Action Agreed / Taken	Recorded by (print name)	Sign Sign or initial
	<u>Incident Report Form</u> checked: Compiled by: Date: Attached:	<ul style="list-style-type: none"> What action you have taken, who did it and when What action you have agreed, who will do it and when 		
	<u>Parent Discussion Follow up</u> Notes attached: Date: Present at discussion:			
	<u>Review:</u>			

Appendix 7

Aide Memoire

The school undertakes Safeguarding training every year. Whilst this has provided very valuable background knowledge staff have felt increasingly that the volume of information could diminish the emphasis on the day to day practice with the children and families. As a result this aide memoire has been created by staff to enable those in daily contact with the children to focus on the essential elements of their role in safeguarding.

Staff in daily contact with children need to:

- Be sensitive and aware of the children's needs so that they can give children the time and atmosphere they need to tell their story.
- Listen carefully to what the child is saying
- Take care not to take control by asking leading questions or embellish what the child is saying
- Use phrases such as "so you are saying....", repeating back what the child has said and very simple questions such as "What did you do?"
- Take careful account of the child's age and maturity. Most young children have little appreciation of time although this may be of interest in any investigation.
- Make sure the child feels reassured
- Report any clear disclosure or injury to the designated officer immediately
- React quickly so that colleagues can write down their account of any disclosure as soon as practical
- Provide a factual, accurate account of exactly what was said, by whom and briefly describe the context
- Always err on the side of caution, share an incident if you are concerned even if it seems trivial
- Remember it is not your job to investigate and decide on thresholds, your job is to provide accurate information about any disclosure or reason for concern
- Expect to know the outcomes of your concern, if you are still concerned about the action taken use the concerns tracker independently and use the telephone numbers for advice and support
- Read their policy and practice notes every term
- Read and understand Keeping Children safe in Education Part 1 every term

Appendix 8 Contact Details

Key Names and Roles in Safeguarding Practice Whistle Blowing

There are clear procedures in the school policy about what to do if you have child protection concerns. The designated officers are identified so that it is clear who is responsible for investigating, monitoring and pursuing any child protection issue. Whilst the expectation is that effective management in school will ensure that children are safeguarded there have to be additional safeguards in case these procedures break down. This list aims to make it clear to everyone who they should contact to share child protection concerns and in what circumstances. All staff have a responsibility for safeguarding and should take action if they feel procedures and practice are not being followed and children are at risk. All staff should feel confident they have the right to query practice and a duty to take action if children are at risk.

Name	Role	When	How
Mary Hart	Head and Designated person for Child Protection	All child protection issues in school including allegations against staff	School
Hannah Fitzgibbons	Deputy Head Designated person for Child Protection when head is unavailable	All child protection issues in school including allegations against staff	School
Pamela Henry Anne Moore Tracie Nugent Helen Esdale	Team leaders and Senior workers who have received additional training	To seek clarification and advice	School
Peter Stanton –Ife	Chair of Governors Designated Governor for Child protection	In the event of allegations of abuse being made against the Headteacher allegations should be reported to the Chair of Governors or directly to the LADO.	Available via school office
Timur Djavit	LADO (Local Authority Designated Officer)		Tel 020 7527 8102 Lado@islington.gov.uk
Michelle Viridi	Principal Officer Safeguarding in Education, Learning and Schools	If concerns not addressed in school To seek advice if unsure or responses not received	Tel 020 7527 5595 07595464182
Gwen Fitzpatrick	Early Years' Service Lead Brightstart and safeguarding	To seek advice or support if unsure re school or Bright Start East Activities	Tel 020 7527 5629/5953
Amanda Joy	Early Years and Child Care Safeguarding Officer	To seek advice or support if unsure	Tel 020 7527 3154
Children's Services Contact Team	To ensure vulnerable children and their families receive the services they need	If you are unable to contact the designated safeguarding lead and you have any concerns that a child may be being abused, maltreated or neglected	Tel 020 7527 7400
Children's Social Care out of hours team (after 5pm and at weekends)	As above	As above	Tel 020 7226 0992

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. It is recommended that you make a report orally by **calling 101**, the single non-emergency number. **Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate**

Managing Allegations Against Staff / Volunteers within Education Settings

Allegation

If an allegation is made that any person who works with children, in connection with their employment or voluntary activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

*

The Designated Lead for allegations management (DL) who is the Head Teacher must be informed immediately.

If the allegation concerns Head Teacher, the chair of the Board of Governors / management committee / proprietor must be informed immediately

Assessment

To assess the most appropriate course of action, the following initial information must be collated:

- the date and time of the observation or the disclosure,
- the exact words spoken by the child/staff/member/parent/volunteer as far as possible,
- the name of the person to whom the concern was reported (with date and time),
- the names of any other person present at the time,
- wider relevant knowledge or background information.

(Note: at this stage it is not appropriate to conduct formal interviews or take written statements from staff, children or parents, as this could compromise any subsequent investigations, including by the Police)

Local Authority Designated Officer

The Local Authority designated officer (LADO) must be informed within one working day on:

Tel: 020 7527 8102 and followed up in writing at <https://tinyurl.com/islingtonlado>

The LADO will clarify if and how the matter will be taken forward and will advise on appropriate next steps and actions. After discussing with the LADO, it will become clear whether a referral to Children's Social Care is required. HR will need to be informed of cases where the allegation relates to a setting's staff member or volunteer

Agreement that information indicates a child may have suffered harm

Agreement that concern does not constitute an allegation/concern as defined or is clearly false

Referral

Referral to Islington Children's Services Contact Team
0207 527 7400 or csctreferrals@islington.gov.uk using the CSCT referral form or Children's Social Care where the child lives

Referral to Children's Social Care is not required and the setting may need to follow its own complaints and disciplinary procedures

Allegations against Staff and Volunteers Meeting

LADO will convene an 'Allegations against Staff and Volunteers' (ASV) meeting/discussion between Children's Social Care, Police, referring agency Designated Lead, HR for employer and safeguarding lead for employer (early years, education, health). This meeting will agree what action is required immediately to safeguard and promote the welfare of the child and/or provide interim services and support

Document Outcome

The incident should be documented and a clear and transparent explanation given to the child's parent/carer. A written copy of the outcome should be sent to Michelle Virdi, Principal Officer – Safeguarding in Education – at michelle.virdi@islington.gov.uk

Suspension

Depending on the allegation, the member of staff may be suspended on full pay. This is a neutral act, allowing full investigation of the facts to take place. The decision to suspend is vested in the chair of the governing body / management committee/proprietor

Investigation completed

Once the investigation is complete, it may be necessary to implement the setting's disciplinary, grievance or complaints procedure. If the staff member has been dismissed as a result of the allegation, the Disclosure and Barring service (DBS) must be informed