

Policy Name	Safeguarding Child Protection Policy				
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Author	Head of Student Support and Designated Safeguarding Lead				

Version History				
Version	Approved by	Revision Date	Details of Changes	Author
2		31.08.23	Changes reflect KCSiE 2023	MN
2.1		16/1/24	Update of wording in section 16 (EYFS) in relation to mobile devices and electronic devices with imaging and sharing capabilities.	JK
2.2		August 2024	Changes made to contact details	MT
			Local Authority contact details updated	MN
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			Changes to reflect KCSiE 2024	MN
			Updated terminology from Directors to Senior Leaders on pg.12	MN
			Updated Heads of Faculty to CoOrdinators Pg 16	MN
		Sept 2024	Included Definition of Affluent Neglect Updated definition of extrafamilial harms to include online. Included TAF - team around family in DSL responsibilities	MN

**ICSLONDON**

INTERNATIONAL SCHOOL

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The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2024)			

LOCAL AUTHORITY NUMBERS USEFUL LSCP SAFEGUARDING NUMBERS FOR PROFESSIONALS HERE ANYONE CAN MAKE A REFERRAL TO THE LOCAL AUTHORITY		
Westminster Social Care Referrals	020 7641 6000	accesstochildrensservices@westminster.gov.uk
Westminster Social Care Out of Hours Emergency Team	020 7641 2388	
LSCP Business Manager	07779 348 094	Emma Biskupsk Emma.biskupski@rbkc.gov.uk
Duty Child Protection Advisor	020 7641 7668	lado@westminster.gov.uk
Westminster Local Authority Designated Officer (LADO)	020 7641 7668 07870481712	Aqualma Daniel Aqualma.Daniel@rbkc.gov.uk
Safeguarding Lead for Schools and Education	020 7361 3000 07712 236 508	Elaine Campbell Elaine.campbell@rbck.gov.uk
Statutory School Attendance Manager	07852 206544	Simone Pul spaul@westminster.gov.uk
NSPCC Whistleblowing Helpline	0800 028 0285	help@nspcc.org.uk
Safer Schools Police Contact	07776678276	SGT Kerryn Pearse WCC kerryn.l.wollaston@met.police.uk
Police Contact for non-emergencies	07776678276	SGT Kerryn Pearse WCC

Prevent Helpline	0781 705 4699 0779 098 0223 020 7340 7264	prevent@westminster.gov.uk counter.extremism@education.gov.uk
Forced Marriage Unit	020 7008 0151	fmu@fcdo.gov.uk

If you believe a child is **at immediate risk** of significant harm or injury, call the police on 999.

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1. Policy Statement and Aims

'Safeguarding and promoting the welfare of children is everyone's responsibility' (KCSiE September 2024)

ICS London School is committed to safeguarding and promoting the welfare of children and we aim to create a culture of vigilance. We expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage our students to talk about anything that worries them. We will always act in the best interests of the child. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (February 2024)
- Keeping Children Safe in Education (September 2024)
- The Prevent Duty (December 2023)

See Appendix 7 for further relevant guidance documents & legislation

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

2. Scope

Safeguarding is defined as:

- Protecting children from maltreatment whether that is within or outside the home, including online.
- Providing help and support to meet the needs of children as soon as problems emerge
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care with their family wherever possible.
- Taking action to enable all children to have the best outcomes.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Child Protection is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Consequently, this policy should be read alongside the following policies relevant to the safety and welfare of our pupils:

Safer Recruitment Policy	Code of Professional conduct
Behaviour Policy	ICT acceptable use Policy and Online Safety Policy
Prevent Policy	Inclusion Policy
First Aid Policy	Accessibility Statement and Plan
Mental Health Policy	Physical Contact and Restrictive Intervention Policy
Missing Child Policy	Whistle-blowing Policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity. Therefore this term includes Supply teachers.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.
- We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

Any safeguarding concerns or disclosures of abuse relating to a child during the school day or outside of school hours are within the scope of this policy.

3. Acronyms used in this Policy

CAF	Common Assessment Framework: A national, standard approach to assessing any additional/unmet needs a child or young person may have and for deciding how any such needs can be identified and should be met effectively
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service: Helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority
DfE	Department for Education
DSL	Designated Safeguarding Lead

DDSL	Deputy Designated Safeguarding Lead
EAL	English as an additional Language
EYFS	Early Years Foundation Stage: The set of Welfare, Learning and Development Requirements, which has to be followed by providers of care for children aged from birth to 5 years old
FGM	Female Genital Mutilation
HBA	Honour based abuse
ISI	The Independent Schools Inspectorate: The agency responsible for the inspection of the majority of Independent schools. ISI is a Government approved inspectorate and the quality of its service is monitored by Ofsted on behalf of the DfE
KCSIE	Keeping Children Safe in Education: A government publication
LAC	Looked after child: A child in the care of the local authority
LADO	Local Authority Designated Officer: The Local Authority member of staff who deals with allegations made against staff
MASH	Multi Agency Safeguarding Hub: A county's first point of contact for new safeguarding concerns
Ofsted	Office for Standards in Education, Children's Services and Skills: Inspect and regulate services that care for children and young people
PSHE	Personal, Social, Health and Economic Education
RSE	Relationship and Sex Education
SEND	Special educational needs and disabilities
SCR	Single Central Record: a record of check taken during the recruitment of staff
TAC	Team around the Child
TRA	Teaching Regulation Authority: responsible for investigating allegations of serious misconduct against teachers in England
VAWG	Violence against women and girls

4. Expectations and Child Protection Procedures

In line with KCSiE September 2024 safeguarding is the responsibility of everyone in the organisation and we should always act in the best interests of the child

All staff at ICS London, whether teaching or non-teaching, volunteers or Senior Leaders, play an important part in safeguarding children, and to this effect they are required to ensure that the correct procedures are followed, in order to protect children from abuse or further abuse.

All members of staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned and should understand they **have a responsibility to take appropriate action and report concerns or allegations of risk of harm to pupils, working with other services as needed**. Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful (see KCSiE 2024 paragraph 17)

To this effect, all staff should be:

- familiar with this safeguarding policy.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.

In addition teaching staff are

- Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In line with KCSiE (September 2024), ICS London require **all** staff and volunteers in school to be familiar with and **understand** the school's safeguarding policy and in addition required to read Part 1 of KCSiE (September 2023) and Annex B or Annex A if considered more appropriate to the role. Annex B contains important additional information about specific forms of abuse and safeguarding issues and links to additional advice and guidance.

If Staff have any concerns about a child's welfare, they should act on them immediately. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

CHILD PROTECTION PROCEDURES:

The School's procedures for safeguarding children follow the [London Child Protection Procedures](#) as directed by our LSCP (Local Safeguarding Children Partnership) for Kensington, Chelsea and Westminster and the DSL is signed up for updates. This means we will ensure that:

- We have a designated senior member of staff (Designated Safeguarding Lead) for child protection, who is a member of the School's Senior Leadership Team, who has undertaken appropriate training including local safeguarding thresholds and referral processes, online safety and the Prevent Duty.
- We have other members of staff who will act in the Designated Safeguarding Lead's absence (Deputy Designated Safeguarding Leads), who have also received training to the same level as the Safeguarding Lead. The DSL and DDSLs will receive appropriate training, •

All members of staff will receive appropriate training:

- to develop their understanding of the signs and indicators of abuse
- how to respond to a pupil who discloses abuse
- about the procedure to be followed in sharing a concern of possible abuse or a disclosure of abuse

Parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of this policy on the School website.

WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD?:

All staff should be aware of indicators of abuse, neglect or exploitation so that they are able to identify cases of children who may be in need of help or protection.

Indicators of abuse or neglect are described in Appendix 3 of this policy. Where staff see signs in children which cause them concern, they should speak to the DSL or Deputy. It is not the role of staff to carry out an investigation.

The member of staff should make a written note of the concern on our safeguarding software 'MyConcern', recording the date, concern and action taken and pass it to the Designated Safeguarding Lead who will take action and keep records of the concern and action taken. All child protection records will be filed securely and separately from the main pupil files. They include a comprehensive outline of the concern, details of how it was followed up, notes of actions and decisions, and the outcome. At ICS London these records are kept online using the platform MyConcern.

If a member of staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL, or deputy in the DSL's absence, as soon as possible. If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately (see contact details on page 2), or in an emergency, dial 999 and request the appropriate emergency service.

Anyone can make such a referral and the police must be contacted immediately (no longer than 24 hours) if there is reason to believe a crime has been committed. Although parents will normally be consulted, parental consent is not required for referrals to statutory agencies.

See Appendix 1 for the safeguarding referral pathway.

5. The role of the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Appendix C of KCSIE (September 2024). Broadly speaking their role will include:

- Training staff
- Reporting, recording, referring and monitoring concerns
- Overseeing the MyConcern recording system
- Reporting to the Head and the Board at regular intervals
- Liaising with appropriate local authorities
- Keeping up to date on changes to guidance and disseminating these changes to staff, along with any lessons learned from reflecting on safeguarding cases at the school.
- Overseeing filtering and monitoring of internet use at the school.

Whilst the activities of the DSL can be delegated to their DDSL's, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. Please see Appendix 5 for a full description of the role of the DSL.

6. Mandatory Procedures

a. Staff Behaviour Policy (for safer working practice)

ICS London School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. All staff have a responsibility to provide a safe environment in which children can learn. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

All staff are required to wear ICS London Staff Lanyards when on site.

b. Visitors

All visitors complete a signing in/out form, wear a school Visitor ID lanyard and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Where the school uses other bodies to provide services (e.g. after school clubs), we ensure that appropriate safeguarding and child protection policies and procedures are followed by those organisations and inspect these if necessary. We also ensure that the providers know how to liaise with the school about safeguarding matters.

Any visiting professionals will have an ID check on arrival and the appropriate DBS check (or the visitor's employers have confirmed appropriate DBS checks have been made). Any self-employed professionals should show their DBS. Any material to be shared with the children will be sent to the teacher beforehand to check that the content is suitable. A copy of our [Safeguarding Advice for Visitors](#) leaflet will be shared with them beforehand.

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c. Use of school premises for non-school activities

If the school is let out for services or activities to another body, then we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place in line with KCSiE. This applies whether or not ICS students are accessing the services. Any allegations relating to out of hours contractors will be referred to the LADO in line with the school's safeguarding procedures.

d. Curriculum – teaching about safeguarding

Our students are taught about how they can keep themselves safe, including online, as part of our PSHE programme, 'Jigsaw at Primary' and a bespoke curriculum developed for Secondary. The students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We are sensitive to the specific needs and vulnerabilities of individual children, including those who are victims of abuse, and children with special educational needs or disabilities. We follow the statutory government guidance for Relationships Education (primary pupils) and Relationships and Sex Education (secondary).

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil emotional and mental resilience, self-esteem and communication skills
- Developing strategies for self-protection including online / 'e-safety' safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
- Recognising when they are at risk and how to get help when they need it

Curriculum Coordinators are required to ensure that content and themes of all assessed literature, texts, plays and material used with or performed to pupils is suitable for the age group of the pupils involved. Any queries should be raised with the Principal or DSL.

In addition to PSHE, RSE (Relationships and Sex Education), safeguarding, including online safety will be referred to by staff when appropriate as part of the curriculum.

e. Online safety

The school has a clear policy on the use of mobile and smart technology as we recognise that unrestricted access to the internet can be used to harass peers, share indecent images and view and share pornography and other harmful content.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are reviewed at least annually for their effectiveness.

The school has implemented lockable pouches to restrict unsupervised student access to their mobile phones. As a school we ensure students are taught about inappropriate use of technology and the harms that this can lead to. We encourage a culture of openness and trust between teachers and students and encourage them to report any concerns. We give students a number of different methods of reporting any concerns. Additionally teachers are trained to be vigilant about these potential harms and to report any concerns via the school's safeguarding reporting procedures. Staff are trained to understand the school's monitoring and filtering systems and play an important role in monitoring student internet use. Safeguarding Board members are also aware of the systems in place to filter and monitor online content. Students are not permitted to use their personal hotspots at any time whilst on school premises. Consequences for inappropriate use of devices are outlined in our E Safety Policy.

Online safety is a focus in all areas of the curriculum and students are taught the mandatory online safety content of the RE/RSE curriculum through our PSHE programme 'Jigsaw', based on the '4cs' of content, contact, conduct and context.

More information can be found in the school's E Safety Policy as well as Annex B of KCSiE (September 2024) pp 134-151 and in Appendix 6 of this document.

We understand that technology, as well as the risks and harms related to it, evolve and change rapidly and undertake an annual audit of our online safety practices.

f. Safer recruitment

ICS London has a safer recruitment policy (available in the staff handbook), detailing the procedures followed for the recruitment of all staff, including volunteers. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. All staff are subject to safer recruitment processes and checks and we follow the safer recruitment guidance set out in Part Three of KCSiE Sept. 2024. All interviews include at least one member of the panel to be trained in safer recruitment.

At ICS London, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). Anyone who is appointed to carry out teaching work will have an additional check to ensure they are not prohibited from teaching. We maintain a single central record (SCR) of the essential checks as set out in KCSiE Sept. 2024, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all Directors / members of the proprietor body

g. Early help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. At ICS London, any member of staff should be prepared to identify a child who may benefit from early help; they should discuss their concerns with the D/DSL and report them via the 'My Concern System'.

The school will:

- provide school based early help services e.g. school counsellor, student support , safeguarding team
- refer to appropriate services e.g. CYPMHS (Child and Young People's Mental Health Services, formerly CAMHS)
- use the guidance on the [Westminster Early Help](#) website as part of a holistic assessment of the child's needs, considering a referral via a Multi-Agency assessment and Referral Form ([MAARE](#)).

The preferred approach is always to work with parents / guardians and inform them of the school's intention to refer a child for Early Help, however in cases where agreement to an early help assessment cannot be obtained, the school will consider how the needs of the child might be met.

If early help is appropriate, the D/DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Any member of staff may be required to support other agencies and professionals in an early help assessment and in some cases acting as the lead professional in undertaking an early help assessment

Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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

- is disabled and has specific additional needs
- is a young carer
- is frequently missing / goes missing from care or home
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- has returned home to their family from care
- is at risk of being radicalised or exploited
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is at risk of honour based abuse e.g. FGM/forced marriage
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is in a family circumstance presenting challenges for the child, such as substance abuse, a parent in custody, adult mental health problems or domestic abuse
- has been admitted to a mental health inpatient setting
- is showing early signs of abuse and/or neglect
- is at risk of suspension/exclusion
- is a privately fostered child

h. Children absent from education and children missing education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children absent from education refers to children who are on the school roll but who are persistently absent for whatever reason; children missing education refers to children of compulsory school age who are not on a school roll. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family/carers, the DSL follows the Westminster Social Services procedure and refers to the Multi-Agency Safeguarding Hub (MASH) team as appropriate.

We will always follow up with parents/carers when pupils are not at school. In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

4. Procedures to inform the local authority when we plan to take pupils off-roll when they:

- a. leave school to be home educated
- b. move away from the school's location
- c. remain medically unfit beyond compulsory school age
- d. are in custody for four months or more (and will not return to school afterwards); or
- e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information for schools can be found at [Children missing education](#)

Further information can be found at:-

[Missing Children and Adults strategy](#)

Staff who become aware of pupils missing from education who are of compulsory school age with no school place and not electively home educated should report this to the DSL. For looked after children (LAC) the designated teacher for LAC discusses any unauthorised/unexplained absence with Social Care when required. It is recognised that children who do not attend school regularly can be at increased risk of abuse and neglect.

i. Children with Special Education Needs and Disabilities (SEND) or physical or mental health issues.

Pupils with additional needs face an increased risk of abuse and neglect as well as additional barriers to reporting concerns. Staff take extra care to correctly interpret apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying but may not show any outward signs of this. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the SEN team to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills. Students with SEND are also

more likely to struggle with understanding the difference between fact and fiction in online content so may need support if they repeat the content/behaviours in school.

j. LGBTQ+ students

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, we understand that children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. At ICS London, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to a member of the safeguarding team, or any member of the team they have identified as a preferred trusted adult.

k. Looked after Children

When dealing with *looked after children* and *previously looked after children*, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The DSL ensures Local Authority and appropriate staff have all the information they need about the child's status, contact arrangements with parents, care arrangements. This also includes their looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility, any delegated authority to carers as well as details of the child's social worker.

The DSL, Local Authority and any other appropriate staff, named adults or agencies work together to meet the needs identified in the child's personal education plan (PEP).

The safeguarding team are aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

The DSL also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Further details can be found at:

[Designated teacher for looked-after and previously looked-after children](#)

Designated safeguarding leads should hold the details of the local authority Virtual Headteacher appointed to guide and support pupils who are care leavers, and should liaise with them as necessary regarding any issues of concern affecting the care leaver and engagement with their pathway plan.

l. Visits: School trips and exchanges

We carry out risk assessments prior to any off-site visit and school documentation on trips, designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described within this policy in line with KCSiE (September 2024). We use the Globeducate School's code of conduct for host families and work with the Globeducate 'Sister' schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

m. Mobile devices & Communication with pupils:

Other than in a medical emergency staff and pupils are not permitted to use mobile phones or any other mobile / recording devices in areas where pupils are changing.

Staff should refer to the Staff handbook for more information about the use of mobile phones in the school.

Non-school mobile devices e.g. tablets or cameras are not permitted in the school.

Staff should avoid contact with pupils outside school; they should not give pupils their home address, home phone number, mobile phone number or personal email address or send personal communications to pupils (i.e. communications not pertaining to school 'work' and professional matters) unless agreed by a senior colleague. All contact with pupils should be via staff members' ICS school email account. Staff should not connect with pupils via social media – whether following the pupil or allowing pupils to follow them. Staff should check privacy settings on all personal accounts and ensure they are set to maximise their privacy.

7. Types of Abuse & Specific Safeguarding Issues

All staff should be alert to the signs of neglect, abuse and exploitation (emotional, physical, sexual) and be aware of and know how to respond to the following specific safeguarding issues. *(Further details are included at the end of this policy in appendix 3 and 4.)*

- Allegations involving sexual impropriety
- Children and the court system
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation: county lines
- Domestic abuse (Domestic Violence) including Teenage Relationship Abuse
- Faith (& Spiritual) abuse
- Female Genital Mutilation (FGM) - and **the mandatory reporting duty of teachers**
- Forced Marriage
- Gangs and youth violence
- Homelessness
- 'Honour-based' violence (HBV)
- Hate crime
- Child on Child abuse
- Private fostering
- Radicalisation and susceptibility to extreme view points
- Sexual violence and sexual harassment between children in schools
- Trafficking
- Youth Produced Sexual Imagery (Sexts / Sexting)

a. Mental Health

As a school, we are aware of the role we can play in supporting young people's mental health and wellbeing. Through regular Pastoral meetings we identify possible mental health concerns which professionals within the school will engage with in the first instance or will be referred to external agencies. **We recognise that any mental health concern about a child is also a safeguarding concern and that immediate action should be taken by following procedures laid out in this policy and speaking to the DSL.**

Mental ill health can, in some cases, be an indication that a child has suffered, or is at risk of suffering, abuse or exploitation. It is important that we consider this when monitoring our students' wellbeing. We should also remember that potentially traumatic adverse childhood experiences can have a long-term impact.

If a child has a social worker, the Local Authority should share this with the school and the DSL should bear this in mind so that decisions can be made in the best interests of the child. It will also be relevant when responding to unauthorised absences or a child missing education long term. We recognise that when a child has a social worker it is an indicator

that the child is more at risk than other students. From June 2021 the Virtual Headteacher has the responsibility to promote the education of children who have a social worker. It is the responsibility of the Designated Teacher to liaise with the Virtual Headteacher.

Concerns regarding self-harm, eating, suicidal thoughts or ideation should be raised with D/DSL immediately who will consult with the SENCO, who also acts as the Mental Health Lead, supported by the SLT. Where it is suspected that a pupil's behaviour may be related to an on-going or emerging mental health problem the SENCO will make a professional judgement about how best the pupil can be supported; this may include a 'Safety Plan'. This may include consultation with parents or referral to other outside agencies; if there are concerns that the concern raised is malicious this will be passed to the DSL and managed in line with Behaviour Policy.

Pupils who raise concerns about another child should be dealt with sensitively to minimise potential distress, however, staff cannot promise confidentiality regarding the source of the concern particularly if the concern is raised in isolation and there are no other concerns regarding a pupil's wellbeing.

8. Reporting and Responding to concerns / disclosures / allegations

The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Do not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. You should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If in any doubt about sharing information, staff should speak to the D/DSL

. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

In line with Local Safeguarding Children Partnership procedures, **all staff should record any concern about or disclosure by a pupil immediately and report this to the D/DSL using the 'My Concern' System.**

In the following instances, as appropriate, staff should, as a matter of urgency, personally make contact with and engage verbally with the D/DSL or Head.

Disclosures of abuse including child on child allegations should be **reported immediately** to the **D/DSL** or the **Head**.

Mental Health Concerns, disclosures of self-harm, suicidal thoughts should be **reported immediately** to the D/DSL.

In the absence of the D/DSL, staff members know to speak to the Head or they can contact the MASH directly. In some circumstances, the D/DSL or member of staff may seek advice by ringing the MASH.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

Where a child is suffering, or likely to suffer, significant harm, the D/DSL will consider further actions required, including consultation with and referral to children's social care, (in line with the Children Act 1989, especially sections 17 and 47). Staff involved in supporting a child or following disclosure will be expected to play a part in any referrals/assessments.

The options available for the child will then include:-

- managing any support via ICS London's own well being support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. In this case we would consider the Safeguarding Referral Pathway (Appendix 1)

Students are encouraged to share any concerns they have through a range of ways; by talking to a trusted adult, at Primary using a 'talk' box to write down their worries, or school wide by using the school safeguarding email or anonymous reporting tool MyVoice. Posters are displayed to remind students of the different ways they can report. Students know that they will be listened to and taken seriously as every report is acted on in a timely manner.

Assessment of Extra Familial Harms (or Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside of ICS London and/or can occur between children outside a school or home environment. Extra familial harms can include sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. Extra Familial Harms can also present in the online space, including social media.

All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and staff should provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Staff should ensure contextual detail is included on any 'My Concern' record.

Staff adhere to the following Do's and Do not's when concerned about the welfare of a pupil or are responding to disclosures.



ICSLONDON

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DO NOT

- Do not promise anything you can't deliver, including keeping secrets / confidentiality
- Do not ask leading questions (avoid 'who, what, when, where' questions)
- Do not ask the person to repeat the disclosure over and over
- Discuss with friends / colleagues
- Do not make false promises or be judgemental
- Confront, question or inform an alleged abuser
- Ask the child to tell someone else instead or delay
- Take photos of injuries

*Further information
can be found in the
school safeguarding policy
in the online staff handbook*

Responding to a child when abuse is disclosed



Remember: talk to TED

T: Tell

E: Explain

D: Describe

DO



- **Receive:** listen carefully & stay calm
 - **Respond:** Where necessary clarify, Explain what happens next
 - **Reassure:** Be sympathetic & acknowledge courage to disclose & remind them they are taken seriously
 - **Record:** via 'My Concern' as soon as possible, using the child's words
- Report:** Tell only the D/DSL
- **Keep the child with you and contact a member of the Safeguarding Team immediately if they are / could be at immediate risk**

9. The Role of the Local Authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the D/DSL and make a decision about the next steps and the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The D/DSL will follow up if this information is not forthcoming.

10. Multi Agency Working

Senior Leadership (the school) will contribute to multi-agency working in line with statutory guidance in Working Together to Safeguard Children (2018). As a school, ICS London has a pivotal role to play in multi-agency safeguarding arrangements and safeguarding partner arrangements. The three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will work closely with schools to make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

ICS London will work together and with any relevant agencies as required (and if named as a relevant agency, under a statutory duty) to safeguard and promote the welfare of children with regard to local need in line with any arrangements published by the three safeguarding partners.

11. Record Keeping, Escalation and Whistle blowing procedures

a. Record keeping and information sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation. The school has clear powers to share, hold and use information for such purposes.

The school securely keeps clear written records of all pupil safeguarding and child protection concerns using My Concern on line system. www.myconcern.co.uk which is GDPR and DfE Cloud Services compliant and is ISO 27001 Information Security Management certified, Cyber Essentials Plus accredited and registered with the UK Information Commissioner. The school ensures the records incorporate:

- the wishes and views of the student
- a clear and full summary of the concern/s including discussions and decisions made, and the reasons for those decisions
- how it was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018). [May 2024](#) (7 Golden Rules of Information Sharing).

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Information about pupils at risk of harm is shared with members of staff on a “need to know” basis. When children leave the school their child protection file is transferred to the DSL at the new school or college as soon as possible (separately from the main file, and to ensure safe transit and receipt)

Where appropriate, in addition to the child protection file, the D/DSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives. Information will be shared with safeguarding partners, other organisations, agencies and practitioners as required

The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

b. Escalating concerns / re-consideration

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Effective working together depends on an open approach and honest relationships between colleagues and between agencies. Staff should be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. If, after a referral, the child's situation does not appear to be improving, the D/DSL and any staff involved should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

c. Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are communicated in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head of School.

If a staff member feels unable to raise an issue with the Head of School or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- Staff can call The NSPCC whistleblowing Advice Line: 0800 800 5000 from 08:00 to 20:00, Monday to Friday, and 9:00 - 18:00 Saturday and Sunday or email help@nspcc.org.uk
- Contact the Chair of Directors who has responsibility for Safeguarding, Daniel Jones daniel.jones@globeducate.com

12. Managing allegations against teachers and other staff

ICS London School utilises Guidance from KCSiE (September 2024) and Westminster Council in managing allegations of abuse made against teachers and other staff.

Allegations of abuse or sexual impropriety or concerns about the appropriateness of staff behaviour must be reported immediately to the **Head of School** who will refer to the Local Authority Designated Officer (LADO). The school will not investigate before referral to the LADO.

Any concern or allegation against the **Head of School** should be reported to the Board of Directors, without informing the Head, who will refer to the LADO. The named Safeguarding Lead on the Board is Daniel Jones daniel.jones@globeducate.com Any concern or allegation against the Board of Directors should be reported directly to the LADO.

Any concern or allegation about staff, the DSL, supply staff or volunteers should be reported to the **Head of School** who will report to the LADO. For further information about allegations against supply staff and volunteers, see 12 D.

If there is a conflict of interest in reporting the matter to the Head or proprietor, then the **LADO** will be contacted directly.

The Head will consider whether to refer a case to the TRA (Teaching Regulation Agency) when they have dismissed a teacher for misconduct.

The school is obligated to make a referral to the DBS and TRA if a member of staff has harmed, or poses a risk of harming a child, and has therefore been removed from working (paid or unpaid) in regulated activity or would have left if they had not been dismissed.

Staff will be passed the appropriate paperwork to share these concerns following meeting with Head of School or Chair of Directors and staff SHOULD NOT use the 'My Concern' system to report concerns about members of staff.

All staff should remember that the welfare of a child is paramount and should not delay raising concerns because a report could jeopardise their colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The school will contact children's social care and the police as appropriate.

A. 'LOW LEVEL' CONCERNS

The school recognises that some grooming behaviours may not in themselves reach the 'threshold of harm' but should nevertheless be recorded as 'low level concerns'. The term 'low level' does not mean it is insignificant and any concern or 'nagging doubt' must be reported and recorded in writing, with details of concern, the context in which it arose

and action taken. Concerns may come from a variety of sources for example: a suspicion, a complaint, a disclosure or as a result of vetting checks. The school's low level concern processes are essentially an extension of the staff Code of Conduct.

The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible. Teachers should be encouraged to report any such behaviour to the **Head of School** (not the DSL) as part of a culture, trust and transparency. Ensuring such concerns are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings. Examples of such behaviour could include but are not limited to:

- being over friendly with children
- having favourites
- taking photos of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language
- any concerning behaviours that happen outside of school, in a person's private life
- humiliating pupils

The school will ensure:

- staff are clear about what constitutes appropriate behaviour and the importance of sharing any concerns
- staff are empowered to report any low-level concerns and that they are dealt with sensitively
- Low level concerns are recorded in writing including the name of the individual sharing the concern (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible), details of concern, context and action taken. Staff are encouraged to log 'Low Level' concerns they have using the Confide Platform which is part of the MyConcern suite of software.
- unprofessional behaviour is addressed at an early stage
- any weaknesses in the school safeguarding system is identified
- records of low level concern are reviewed on a monthly basis by the Head of School and DSL so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. The Head and DSL will also consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- The Head, working with the DSL will collect as much evidence as possible by speaking, where possible, with the person who raised the concern, to the individual involved and to any witnesses. The Head, working with the DSL will then decide if it is an allegation or low level concern. Allegations will be reported to the LADO without delay.

The circumstances should be kept strictly confidential and the school / parents / carers should make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Where a pattern of behaviour is identified, the school will decide on a course of action. This may be internal disciplinary procedures or referral to the LADO if the 'harms threshold' is met. Please see the LADO threshold matrix [here](#) for more details.

Where a crime may have been committed the Police will be informed immediately.

In situations where the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence the school will want to involve the police immediately. Where there is no such evidence, the school will discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

Allegations against a teacher who is no longer teaching and any historical allegations of abuse will be referred to the police.

ICS London School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test (see next paragraph) is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence,
- or if there is reason to believe that the individual has committed a listed relevant offence
- and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The referrals are made by contacting the DBS referrals helpline: telephone: 01325 953795 further details are found on the DBS section of the Gov.uk website. Further information can also be found in KCSiE September 2024 and from: [Making barring referrals to the DBS](#)).

B. The Harm Test

Comprises the following four points in regard to anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers:

- 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 he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This last point could include activity outside of a school setting that poses a 'transferable risk' and need not include a child, for example, domestic abuse of a partner.

C. Teacher misconduct:

For all cases involving serious professional misconduct or if a safeguarding issue also involves misconduct by a teacher, the Head at ICS London has a statutory duty to make a referral which should be made to both the DBS and the Teaching Regulation Authority (TRA) using the following form: [Teacher misconduct: referral form](#)

Questions about referring a case can be directed to:

Email: misconduct.teacher@education.gov.uk

Telephone: 0207 593 5393

D. Allegations against Supply Teachers and Contractors.

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. 'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome' (KCSIE).

Reports about supply staff and contractors will be notified to their employers so any potential patterns of inappropriate behaviour can be identified. This includes any 'low level concerns'.

'The school or college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.' (KCSIE)

13. Proprietors: Monitoring and Review

As key strategic decision makers and vision setters for the school, the Proprietors will make sure that our policies and procedures are in line with national and local safeguarding requirements. There is a nominated Director for safeguarding who is a member of the Proprietary Board.

The Director ensures that safeguarding is an agenda item for every full Advisory Board meeting.

The Head ensures that safeguarding is an agenda item for every Leadership and Management team meeting.

The Proprietors ensure that this policy is reviewed annually or earlier as required by changes to legislation or statutory guidance and complete mandatory safeguarding training. The Proprietors monitor the school's safer recruitment practice. The nominated Director for safeguarding meets the DSL every term.

The Proprietors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Code of Conduct & behaviour expectations D/DSL training KCSiE (Sept. 2024). Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help, local authority referral Female Genital Mutilation (FGM) Honour based violence (HBV) Child on Child abuse Reporting abuse / local procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated Teacher for LAC (even if there are no LAC on roll)

a. Allegations management

Our Chair of Directors is responsible for liaising with the LADO and other partner agencies in the event of an allegation of abuse being made against the Head. Any concerns about the Directors will be taken directly to the LADO.

b. Audit

The nominated Director for safeguarding liaises with the Head and the D/DSL to complete an annual safeguarding audit return to the local authority.

The Board of Directors receive a safeguarding and child protection report annually. This is based on the annual review and the efficiency with which the related duties have been discharged.

14. Working with Parents and Guardians

ICS London is committed to working in partnership with parents/guardians to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new students join our school, parents and guardians will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and guardians will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

We are committed to working with parents and guardians positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information except where it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents/guardians any concerns we may have about their child unless doing so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so. As noted above, in cases where agreement to an early help assessment cannot be obtained, the school will consider how the needs of the child might be met.

In order to keep children safe and provide appropriate care for them, the school requires parents/guardians to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Details of more than one Emergency Contact.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the student file. The School will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the School has been supplied with the adult's full details in writing.

15. Training

a. New Teaching Staff, Central Services Staff and Lunchtime Supervisors

All new teaching staff are informed of our safeguarding procedures including online safety, at induction which includes:

- The role and identity of the Designated Safeguarding Lead and Deputies
- Being given access to the following documents:
 1. The school's safeguarding policy
(including the safeguarding response to children who go missing from education);
 2. The staff code of conduct;
 3. The school's behaviour policy
 4. The school's anti-bullying policy
 5. A copy of Part 1 and Annex B of the most up to date version of KCSIE
 6. A copy of the school's whistle blowing policy
 7. A copy of the school's Prevent Policy
 8. Staff are required to sign off that they have read the most recent version of KCSIE and the School Safeguarding and Child Protection Policy.

All new teaching staff are also asked to complete the following online courses:

Training 1: Child Protection in Education

Training 2: Mental Wellbeing in Children and Young People

Training 3: Preventing Bullying

Training 4: Health and Safety in Education

Training 5: Fire Safety In Education

Training 6: Online Safety

Training 7: The Prevent Duty

Training 8: Female Genital Mutilation Awareness

Training 9: Data Protection

Training 10: Raising Awareness on Child on Child Abuse

b. New Non- teaching Staff

All new non teaching staff receive basic safeguarding training delivered in person by the DSL. They are also required to read Annex A of KCSIE. They are also asked to complete the following online courses:

Training 1: Child Protection in Education

Training 2: Mental Wellbeing in Children and Young People

Training 3: Preventing Bullying

Training 4: Health and Safety in Education

Training 5: Fire Safety In Education

Training 6: Online Safety

Training 7: The Prevent Duty

Training 8: Female Genital Mutilation Awareness

Training 9: Data Protection

Training 10: Raising Awareness on Child on Child Abuse

The school subscribes to the support and advice offered by the safeguarding advice, training, consultancy, and literature from Safeguarding in Schools . Online communication and updates are regularly disseminated to staff by the DSL.

Whole school safeguarding training occurs every August, in line with local advice. This includes the Prevent Duty and online safety. In addition, all staff members receive safeguarding and child protection updates and refresher training (via email & staff meetings) as necessary and at least annually.

c. Advanced training

The DSL & DDSLs all have additional Level 3 training which includes inter- agency working and Prevent . This is updated every two years as a minimum.

Their knowledge and skills are refreshed at least annually e.g. via e-bulletins and safeguarding networking events with other D/DSLs.

d. Safeguarding education for pupils

Safeguarding education and awareness is covered as part of the student induction programme and during PSHE and RSE lessons.

Additional ways ICS London supports students with understanding of safeguarding are:

- External workshops and speakers - eg: Local Police, Prevent
- Theme days / weeks - eg: Online Safety Week

e. Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

f. Preventing Radicalisation

All staff undertake Prevent training.

g. Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

ICS London subscribes to EAP Support services which has been signposted for all staff to access, confidentially.

h. Directors

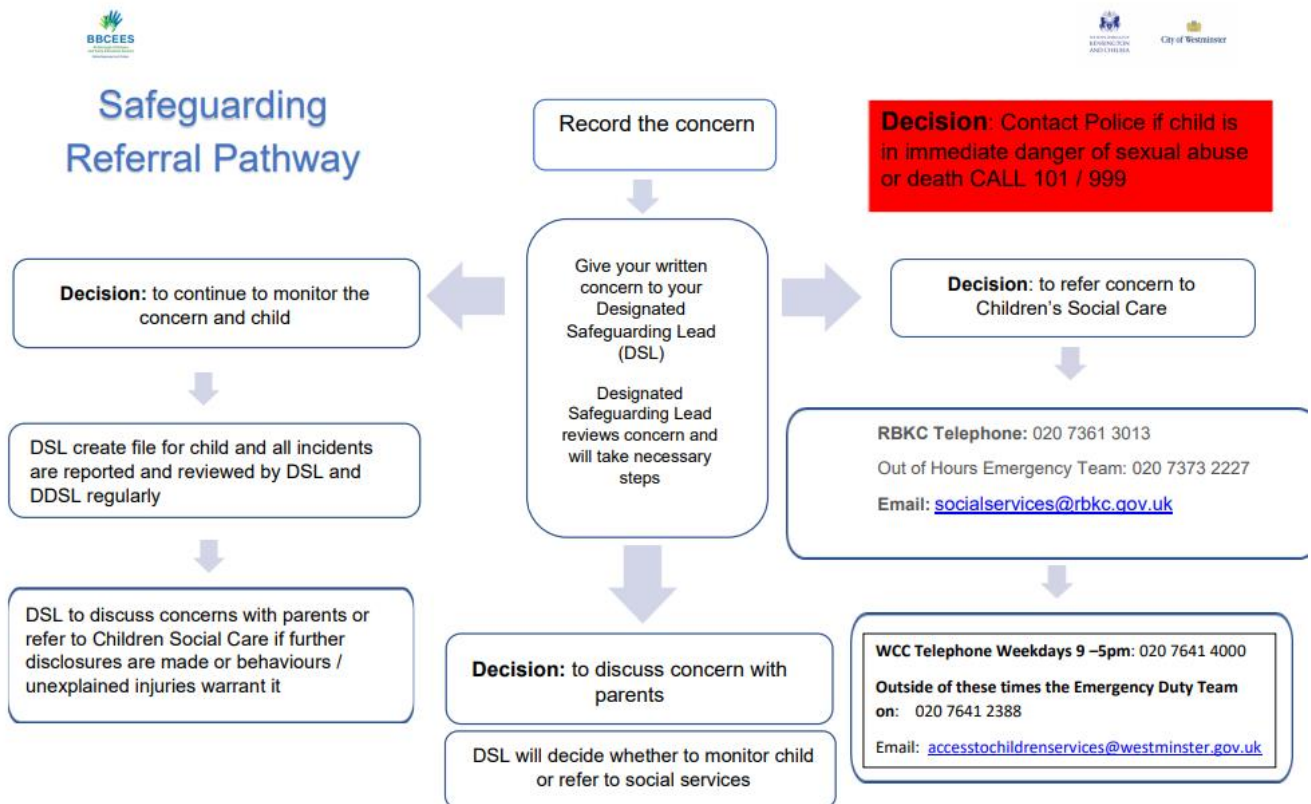
The Chair of Directors undertakes regular safeguarding training. In addition, Directors may choose to attend whole school safeguarding and child protection training. The

Director with responsibility for safeguarding undertakes training with an external provider as soon as practical after their appointment to post.

16. The EYFS (Early Years Foundation Stage) Setting

The Child Protection Policy also applies to the EYFS but the following additional requirements apply: Ofsted are to be informed as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person working with children (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The use of personal mobile phones and electronic devices with imaging and sharing capabilities is forbidden. School cameras e.g. ipads are used to document learning.

17. Appendix 1: Safeguarding Referral Pathway

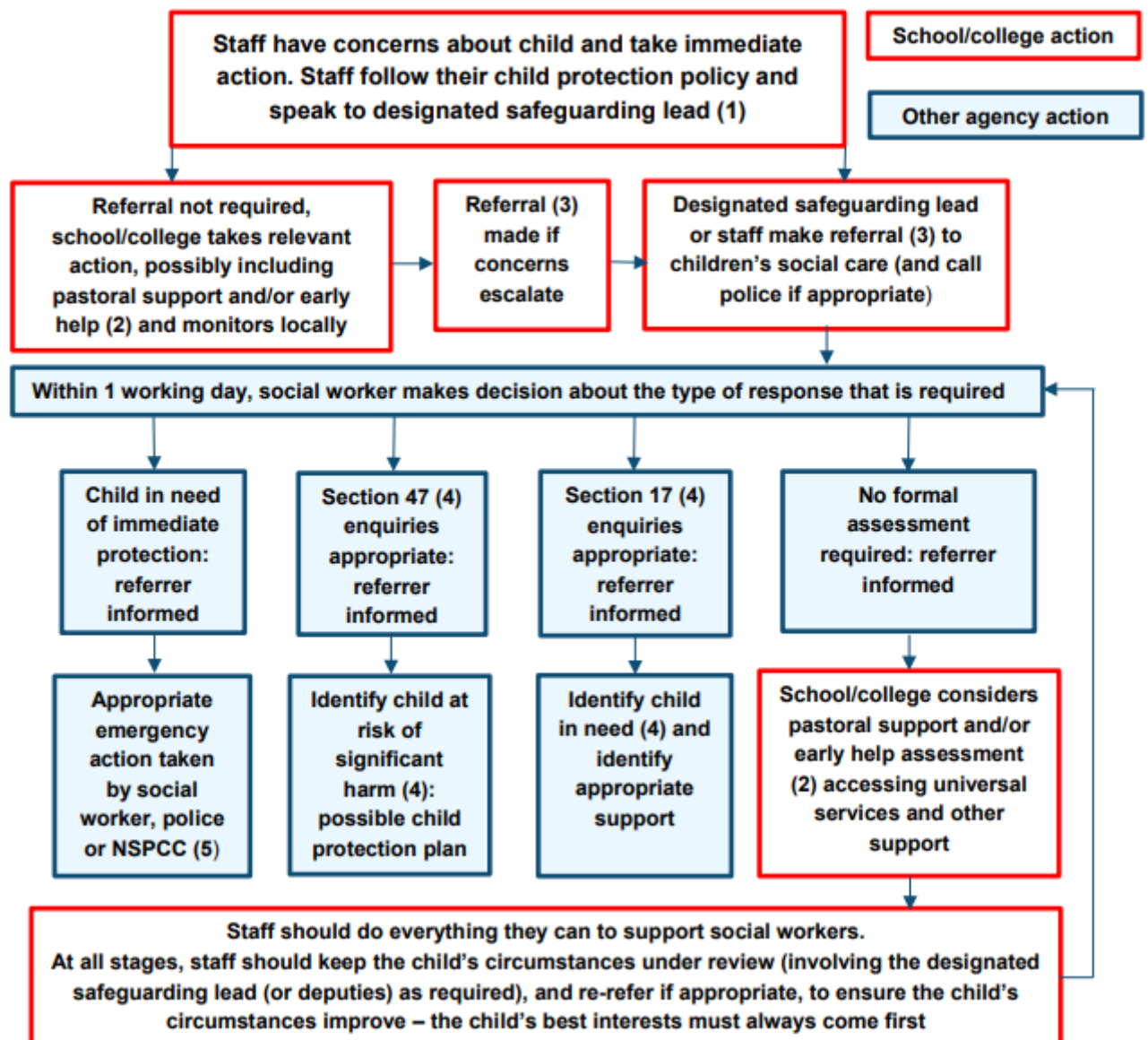


If the student is an adult i.e. 18 years old or over then ICS still recognises its duty of care towards that student. ICS will contact the adult social care team:

- call 0207 641 2500
- text 07944 521615
- email adultsocialcare@westminster.gov.uk

18. Appendix 2: Actions where there are concerns about a child (KCSiE Sept 2023)

Actions where there are concerns about a child



19. Appendix 3: Types of abuse and neglect and possible indicators / signs

Abuse 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. Mental health problems can be a sign or indicator of abuse, neglect or exploitation. All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. Staff are trained to understand that harm can include witnessing ill treatment of others, for example in relation to the impact on children of all forms of domestic abuse. Children may show no signs at all or they may show some of the following signs. If staff members are unsure they should always speak to a member of the safeguarding team; **excellent online resources and guidance are also available from the NSPCC <http://www.nspcc.org.uk/>**

We recognise that being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of a person's **Human Rights**, depending on the nature of the conduct and the circumstances.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse (including fabricated or induced illness): 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. Indicators of physical abuse include:

<i>Unexplained injuries or burns, particularly if they are recurrent</i>	<i>Improbable reasons given for injuries either by the child or the parent</i>
<i>Refusal to discuss injuries</i>	<i>Admission of punishment that appears excessive</i>
<i>Arms and legs kept covered in hot weather</i>	<i>Self destructive tendencies</i>
<i>Fear of returning home</i>	<i>Fear of medical help</i>
<i>Aggression towards others</i>	<i>Chronic running away</i>
<i>Fear of parents being contacted</i>	<i>Withdrawal from physical contact</i>

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, for example, 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.

Constant hunger	Untreated medical problems
Poor personal hygiene	Destructive tendencies
Constant tiredness	Low self esteem
Poor state of clothing	Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
Emaciation	No social relationships
Frequent lateness or non attendance at school	Chronic running away
<i>Untreated medical problems</i>	Compulsive stealing or scavenging

Affluent neglect is a term used to describe neglect that occurs in wealthy families, and can be difficult to identify because it is often emotional in nature.

Some examples of affluent neglect include:

Emotional neglect

Parents may not meet their child's need for nurture and stimulation, by ignoring, isolating, humiliating, or intimidating them. They could also be absent regularly leaving their child with some form of hired help / nanny.

Pressure to succeed

Parents may put too much pressure on their children to succeed academically, which can lead to emotional and psychological problems.

Parental substance abuse

Parents may have a relaxed attitude towards parties, sex, and socialising, which can lead to older children having access to drugs and alcohol.

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. Indicators of emotional abuse include:

Physical, mental and emotional development lags	Neurotic behaviour
Admission of punishment that appears excessive	Self-mutilation
Overreaction to mistakes	Fear of parents being contacted
Sudden speech disorders	Drug/solvent abuse

fear of new situations

Chronic running away

Inappropriate emotional responses to painful situations

Compulsive stealing/scavenging

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)*

Stop enjoying previously liked activities such as music, sports, art, gym, uniformed organisations

Develop eating disorders, such as anorexia or bulimia

Become fearful or refuse to see certain adults for no apparent reason; dislike a babysitter, relative or other adult

Regress to younger behaviour such as thumb sucking, surrounding themselves with previously discarded toys

Act in a sexual way inappropriate for their age

Have a poor self-image, self-mutilate

Draw sexually explicit pictures depicting some act of abuse

Continually running away

Seem to be keeping secret something that is worrying them

Become severely depressed and even attempt suicide

Have frequent urinary infections, bleeding in the genital or anal areas

Show discomfort when walking

Have soreness or bleeding in the throat

Say they are no good, dirty rotten

Have chronic ailments, such as stomach pains or headaches

Be wary, watchful

Repeat obscene words or phrases which may have been said during the abuse

Find excuses for not going home or to a friend's house after school (where abuse may be happening)

Attempt to sexually abuse another younger child

Talk or write about sexual matters

Reactions to abuse : A child may experience a range of reactions to abuse, including some or all of the following

- A feeling of shame or guilt. "It must have been my fault". I'm bad
- A feeling that they are dirty – spoilt – degraded
- Embarrassment "I'm sure everyone knows"
- Dislike of being touched and touching others
- A desire to continually talk about the abuse and to gain reassurance
- Loss of confidence
- Trouble sleeping, nightmares
- Inability to relate to other children or adults
- Hatred of self and of their body
- Destructive behaviour
- Inability to complete school work

Many of the behaviours indicated are an attempt by the child to express feelings that she cannot express in words and are a response/reaction to abuse. Difficulties may continue for a long time after the abuse and the child may need specialist support.

20. Appendix 4: Specific Safeguarding Issues

Any concerns regarding any of the following issues should be discussed with a member of the school safeguarding team and reported using the My Concern system. Further information can be found in KCSiE September 2024. Including links to guidance and advice on specific safeguarding issues.

a. Allegations involving Sexual Impropriety

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up, however, children can abuse others. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

b. Children & The court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be stressful for children. Children need support in these instances and further information can be found in KCSiE (September 2024).

c. Elective Home Education

In line with the Department for Education, the school recognises that 'many home educated children have an overwhelmingly positive experience'. However we also know that this can make some children 'less visible to the services that are here to keep them safe'. With this in mind, KCSiE September 2024 now recommends that if a parent has expressed their intention of homeschooling their child/ren then they recommend a meeting of key professionals to ensure that the best of interests of each child are at the heart of any decisions regarding their schooling, particularly if a child has SEND or is vulnerable in any other way and/or has a social worker. The school therefore recognises its responsibility to seek advice from children's social care if we are made aware of such an intention.

d. Children with family members in Prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. We would consider early help for a child with a parent in custody.

e. Child Sexual Exploitation (CSE)

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. Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;

f. Child criminal exploitation including County Lines

Information about Child Criminal Exploitation can be found in KCSIE (2024) Paragraph 34-37 and Page 149

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE, **including children being at risk of or involved with serious violent crime:**

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

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2024) page 150 and 151

g. Domestic abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are ‘personally connected’ to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services)
- (e) psychological, emotional or other abuse.

People are ‘personally connected’ when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. **We therefore recognise**

that children who suffer the impact of domestic abuse are victims in their own right and are aware of the potential long-term impact on children who experience it.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Operation Encompass also provides a helpline for educational settings 0204 513 9990.

h. Faith and Spiritual abuse

Faith or Spiritual abuse is Child abuse linked to faith or belief and includes; belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

i. Female Genital Mutilation (FGM)

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Where there is a disclosure of FGM our staff are trained to know what their statutory response should be. Keeping Children Safe in Education (2024), paragraph 42 says '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'. The personal duty does not apply to at risk or suspected cases.

It is recommended that teachers 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. In most cases reports should be made as soon as possible and best practice is for reports to be made by the close of the next working day.

Mandatory reporting procedures also set out what information is needed, in order to make a report.

See here:

[Mandatory reporting of female genital mutilation: procedural information \(accessible version\) - GOV.UK](#)

Warning signs that FGM may be about to take place, or may have already taken place, can be found here:

[Female genital mutilation \(FGM\)](#)

j. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. ICS London recognises that Schools can play an important role in safeguarding children from forced marriage. Since February 2023 the legal age for marriage in the UK is now 18 (previously 16).

k. Gangs and youth violence

Young people in gangs are often vulnerable individuals who can be both perpetrators and victims of harm. Most children are never involved in gangs, and not all groups of children should be viewed or labelled as gangs. Staff who are concerned about children who may be at risk of activity through participation in gangs or as victims of gang violence should contact a member of the school Safeguarding Team.

l. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Homeless children are more vulnerable to being victims of child sexual exploitation. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home. The Safeguarding Team would liaise with Children's services to ensure appropriate referrals are made based on the child's circumstances. Working Together to Safeguard Children notes that social care and housing authorities should work together to ensure 16 - 17 year olds do not become homeless.

m. 'Honour' based abuse

So-called 'honour-based' abuse encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

All of these aspects are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

n. Child on Child Abuse

All children have a right to attend school and learn in a safe environment. Children can abuse other children. This is generally referred to as child on child abuse and can occur between children of any age and sex both inside and outside school although it is more likely that girls will be victims and boys perpetrators. The school recognises that abuse, including sexual harassment and online sexual abuse, is likely to be taking place even if there are no reports made and staff are aware of the importance of challenging abusive behaviours between peers. All child on child abuse is unacceptable and will be taken seriously. Child on child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. A victim should never be made to feel ashamed or that they are creating a problem. It is likely to include, but not limited to:

- bullying (including cyberbullying)
- prejudice-based and discriminatory bullying
- abuse in intimate relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (see Sexual Violence section for more details)
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- sexting (also known as youth produced sexual imagery)-
- initiation/hazing type violence and rituals

Consequently, at ICS London any concerns about child on child abuse are dealt with as a safeguarding concern and recorded (using the My Concern System) and managed as such by the DSL. Victims, perpetrators, and any other child affected by child on child abuse will be supported through the school’s pastoral system and the support will be regularly reviewed. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy of the school.

We minimise the risk of child on child abuse by:

- ensuring children know how to confidently report abuse
- providing a relevant curriculum that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- The Safeguarding Team works with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.
- Victims and perpetrators of child on child abuse will be supported by The Safeguarding Team and parents will be involved in this process.

o. Sexual violence and sexual harassment between children

When referring to sexual violence we are referring to sexual offences (Rape, Assault by Penetration, Sexual Assault). When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff are aware of the Hackett continuum of sexualised behaviour and the Brook Traffic Light tool to help us identify worrying sexual behaviours in children, and in how to make a report of sexual violence or harassment.

p. Responding to a report of sexual violence/sexual harassment

Any response to managing reports of sexual violence and harassment will be made on a case-by-case basis, in line with KCSiE September 2024. The D/DSL will take a leading role and use their professional judgement, supported by other agencies, such as children's social care and the police as required.

We recognise that our initial response to a report from a child is very important and that all staff should be trained to manage a report. Effective safeguarding practice includes:

- If possible having 2 members of staff present (preferably one being the DSL/DDSL)
- Staff knowing **not to view or forward illegal images of a child**
- **Not promising confidentiality or asking leading questions**
- Staff knowing that certain children may face additional barriers to disclosure e.g. SEND, EAL, sexual orientation, ethnicity
- Writing up the facts on 'My Concern' as the child presents them
- Informing the DSL/DDSL as soon as possible
- DSL making a risk assessment of the situation and liaising with children's social care as required

q. Actions following a report of sexual violence/sexual harassment

The DSL is likely to be the best person to advise on the school's initial response. Detailed guidance is available in KCSiE September 2024 Part 5 Pg 111-142. Some key considerations include:

- Giving the victim as much control as possible over decisions and keeping them informed. We recognise that the victim may ask that the information be kept confidential and there are no easy or definitive answers when a victim makes this request. The DSL will use guidance from KCSiE 2024 to help them make the decision to share information, balancing the victim's wishes against their duty to protect the victim and other children.
- Supporting both the victim and the perpetrator
- Assessing ongoing risks to the victim and others. Risk Assessments will include the time and location of the incident and any actions required to make the location safer.
- Removing the alleged perpetrator from any classes shared with the victim
- Considering every report on a case by case basis
- Looking out for potential patterns of concerning behaviour
- Identifying any impact and necessary support for siblings

r. Managing a report sexual violence/sexual harassment

There are 4 likely scenarios for the school to consider when managing reports of sexual violence and/or sexual harassment:

1. Manage internally- this may be done through the behaviour policy and providing pastoral support. It must always be made clear that there is a zero tolerance approach and all facts and decisions must be recorded.
2. Early Help- this means providing support when a problem emerges and may be offered by a number of different agencies and can be particularly useful to address non-violent HSB and prevent it escalating. earlyhelp@rbkc.gov.uk
3. Referrals to children's social care - when a child has been harmed, at risk of harm or in immediate danger. We will generally inform parents or carers unless there are compelling reasons not to.
4. Reporting to the Police- when a report of rape, assault by penetration or sexual assault is made. It will generally be in parallel with a referral to children's social care. We will generally inform parents or carers unless there are compelling reasons not to.

The school recognises its responsibility for ongoing support for the victim and perpetrator and that sexual assault can result in a range of health needs. The DSLs know how to access specialist support as laid out in KCSIE September 2024.

Staff are expected to make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff know to challenge any abusive behaviours between peers. Pupils who share concerns regarding sexual violence or harassment are victims and should never be given the impression that they are creating a problem; nor should a victim ever be made to feel ashamed for making a report. Any reports of sexual violence or harassment should be handled in line with effective safeguarding practice as detailed in this policy and the D/DSL will make and immediate risk and needs assessment. To consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Where a report includes an online element, staff should be aware of searching screening and confiscation advice ([Searching, screening and confiscation at school](#) and also act in accordance with school search policy. In addition UKCCIS sexting advice [UK Council for Child Internet Safety \(UKCCIS\)](#) should be utilised. The key consideration is for staff not to view or forward illegal images of a child. The advice

within these linked documents provides more details on what to do when viewing an image is unavoidable.

At ICS London:

- We do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- Understand that dismissing or tolerating such behaviours risks normalising them.
- We recognise that children may find it difficult to tell staff about their abuse so staff need to be aware of the signs to look out for or may overhear a child talking about it.

At ICS London we consider sexual harassment to be:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (n.b this could cross a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature, including the consensual and non-consensual sharing of nude and semi-nude images and videos
- causing someone to engage in sexual activity without consent e.g forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media
- sexual exploitation, coercion and threats

School staff should understand consent as this will be especially important if a child is reporting they have been raped. At ICS London in PSHE and Sex Education lessons we teach about consent and how consent to sexual activity may be given to one sort of sexual activity but not another and that consent can be withdrawn. Further information can be obtained from the DSL.

s. Private fostering

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify their relevant local authority-We follow this up by contacting Westminster Children’s Services directly.

- A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

- Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements.
- The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

t. Radicalisation: (Vulnerability to radicalisation or extreme view points)

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that our students understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

showing sympathy for extremist causes, glorifying violence, especially to other faiths or cultures, making remarks or comments about being at extremist events or rallies outside school, evidence of possessing illegal or extremist literature, advocating messages similar to illegal organisations or other extremist groups, out of character changes in dress, behaviour and peer relationships, secretive behaviour, online searches or sharing extremist messages or social profiles, intolerance of difference, including faith, culture, gender, race or sexuality, graffiti, art work or writing that displays extremist themes, attempts to impose extremist views or practices on others, verbalising anti-Western or anti-British views, advocating violence towards others.

Channel and Prevent Multi-Agency Panel (PMAP) guidance

u. Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Further details on the use of Reasonable force can be found in the staff handbook.

v. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from or are 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 children have been approached by, or are involved with, individuals associated with criminal gangs or networks.

w. Trafficking

Child trafficking is child abuse, an abuse of human rights and illegal in the UK. Staff should inform the D/DSL immediately if they have concerns or suspicions regarding Child Trafficking.

x. Youth Produced Sexual Imagery (Sexts / Sexting)

The term 'sexting' (also known as youth produced sexual imagery) is derived from texting and refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication devices or applications, such as mobile phones, tablets, email, social networking sites and instant messaging.

ICS London School deems sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of students. Although sexts can be sent voluntarily and sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane' it raises many serious legal and social concerns, especially when the images are spread beyond the control of the sender. Sexting can result in humiliation, bullying and harassment of students. The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about both the legal and social dangers of sexting.

Responding to Sexting: If there is a suspicion or a report of sexting occurring; staff members are required to notify the Head or DSL immediately. **Staff members know that it is illegal and that they are not permitted to forward, copy or print any sexting images** and should secure the device and switch it off, before passing it to the DSL. The allegation will first be investigated and the parents of all students involved will be contacted.

The National Strategy for Policing Children and Young people strategy stresses the dangers and public concerns of unnecessarily criminalising children and young people and when determining if a sexting incident should be managed as a safeguarding concern and Police involvement the investigating member of staff will apply judgement to each sexting incident and consider the following

- If there is a significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver
- If you recognise the child as more vulnerable than is usual (i.e. at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender/recipient may add cause for concern (i.e. difficult home circumstances)

Further information can be found at:
[UK Council for Child Internet Safety \(UKCCIS\)](#)

y. Cybercrime

Cybercrime is defined as any criminal activity committed using computers and/or the internet. Children with a particular skill or interest in computing and technology may inadvertently or deliberately stray into this area of crime. If there are concerns about a child in these areas, the DSL will consider referring them to the Cyber Choices programme. Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

z. Modern Slavery and the National Referral Mechanism

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

21. Appendix 5: The role of the Designated Safeguarding Lead

The broad areas of responsibility for the School's Designated Safeguarding Lead, as per Annex C of Keeping Children Safe in Education 2024, are described below.

The Designated Safeguarding Lead is a member of the Senior Leadership Team and takes lead responsibility for safeguarding and child protection (including online safety).

This person should be given the time, funding, training, resources and support to

provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and / or to support other staff to do so – and so to contribute towards the assessment of children.

A. Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required;
- Refer cases where a crime may have been committed to the Police as required.

B. Work with Others

The designated safeguarding lead is expected to:

- Act as a point of contact with the three safeguarding partners (local authority, clinical commissioning group, police);
- Liaise with the Head of School to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- As required, liaise with the "case manager" and the LADO (Local Authority Designated Officer) for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, school nurses, IT technicians, Head of Learning Support and Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff

C. Training

The Designated Safeguarding Lead and Deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The Designated Safeguarding Lead will undertake Prevent awareness training.

In addition, the Designated Safeguarding Lead and Deputies will, at regular intervals, as required but at least annually, refresh their knowledge and skills (eg via e-bulletins, meeting other safeguarding leads or by taking time to read and digest

safeguarding developments) so as to keep up with any developments relevant to their role in order to:

- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online:
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

D. Raising Awareness

The Designated Safeguarding Lead shall

- ensure that the School's child protection policies are known, understood and used appropriately;
- ensure the School's Safeguarding and Child Protection is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Governors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. This may include ensuring that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments they could make to best support these children.

E. Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date and that information is stored securely and kept confidential (only sharing in line with information sharing advice set out in Keeping Children Safe in Education).

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

When children leave the school (including for in-year transfers) the Safeguarding Lead will ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days of the transfer (in year) or start of new school year. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. When students join the school, the Safeguarding Lead will ensure safeguarding files or nil returns are received from the previous school and share relevant material with the Whole School SENCO.

The Safeguarding Lead will consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have support in place for when the child arrives.

F. Availability

The Designated Safeguarding Lead or Deputies are available to discuss matters of concern with pupils, staff and parents throughout the school day.

During any period of remote provision e.g a lockdown due to Covid 19 , members of the Safeguarding Team will continue to be available to deal with concerns raised by staff, students, parents or others about the safety and welfare of children, to provide advice to colleagues who have concerns about children or about the behaviour of staff or volunteers towards children, to record and update concerns using the online record keeping system and to make referrals to Children's Services or other outside agencies as appropriate. Usually Teams will be used for communication during remote provision. However, should there be a requirement for a member of the Safeguarding Team to be in school to deal with an issue in person, it will usually be possible for the Safeguarding Lead to travel to the school at short notice to complete the tasks required.

In the event of an out of hours enquiry, the DSL can be reached by phoning the mobile number provided in section 4 of this document. It should be noted, however, that this is not an emergency 24-hour on-call system, and there will be times when it is not possible for the phone to be answered immediately. If the concern is urgent, relating to a young person who may be at immediate risk of harm, the advice is to call 999. See Section 5.1 for further details.

DEPUTY DESIGNATED SAFEGUARDING LEADS:

The DDSLs have been trained to the same level as the Designated Safeguarding Lead. The Designated Safeguarding Leads have the status and authority within the School to carry out the duties of the Safeguarding Lead in his/her absence and are authorised to commit resources and support and direct staff as appropriate.

DSL is appointed by the Directors and is a member of the School Leadership Team and takes lead responsibility for safeguarding and child protection (including online safety).

The DSL provides advice to other staff on child welfare and child protection matters.

The DSL should encourage a culture of listening to children to ensure children feel heard and understood. They should also understand the barriers that children may face in approaching staff and consider how to build trusted relationships to foster open communication.

The broad areas of responsibility for the designated safeguarding lead are:

G. Managing Referrals and working with others:

- We reference the LSCP '[Thresholds of Need Guide](#)', when deciding whether to make a referral.
- We act as a point of contact with the Three Borough MASH (Multi-agency safeguarding hub) partners.
- We make referrals for all cases of suspected abuse to the Access to Children's Services Team.

- We take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- We refer cases to the Channel programme where there is a radicalisation concern as required
- We contact the Police (and refer cases where a crime may have been committed).The following guidance can be of use: [When to Call the Police](#)
- Supporting children and families who are in receipt of multi-agency support to include CAF (Common Assessment Framework) and TAC (Team Around the Child) / TAF (Team Around The Family).
- To act as the point of contact for discussion with the virtual school head for LAC (Looked After Children) and be the named teachers for LAC and those children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- Liaise with the Head to inform them of any issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding; prior to and following referrals to local authority children's social care or the Channel Programme
- Take lead responsibility for promoting educational outcomes by appropriately sharing information about welfare, safeguarding and child protection issues that children, including those with a social worker, are experiencing.
- Referral to the designated officer(s) for child protection concerns (all cases which concern a staff member) and to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with the senior mental health lead and Mental Health Support Team where safeguarding concerns are linked to mental health.
- Liaise with safeguarding staff, IT Technicians, and SENCOs (or the named person with oversight for SEN in a college) on matters of safety and safeguarding, including online and digital safety
- act as a source of support, advice and expertise for all staff
- be aware of pupils who have a social worker
- ensure that child protection information is transferred to any new school a pupil attends.

H. Management of Child Protection files

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained if sent electronically. Where appropriate, in addition to the child protection file, the D/DSL will also consider if it would be appropriate to share any information with the new school / college in advance of a child leaving; where this information that would allow the new school / college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Overseeing the storage and updating of all child welfare and child protection records and ensuring these are kept securely (*in a locked location if in paper format*)

In addition, the Designated Safeguarding Lead will raise awareness of safeguarding issues by:

- Ensure the school policies are known, understood and used appropriately:
- Ensure the school's Safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Directors regarding this.
- Ensure the Safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

In addition

- Links with Westminster Children's Services to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that all staff in regulated activities undertake online training using the Educare for Education training packages to which ICS London subscribes. Attend update training as required and have access to safeguarding updates from partner organisations and update services
- Update the Safeguarding and child protections notice boards around the school and disseminate current flowcharts for referrals to key locations around the school

I. Availability of the DSL

In the event of the DSL not being in school for any reason, any member of staff who has concerns about any child should contact a Deputy Designated Safeguarding Lead or the Head (who will act as the DSL until the DSL returns). During term time the designated safeguarding lead (or a DDSL) is available for staff in the school to discuss any safeguarding concerns. If neither the DSL or DDSL is available staff should speak to a member of the SLT.

All deputies and the Head are trained to the same standard as the DSL.

J. DSL training and skill updates to act as a source of advice to staff

- In addition to the formal training refresh their knowledge and skills and understanding via e-bulletins, meeting other designated safeguarding leads and reading safeguarding developments, at regular intervals to understand and keep up with any developments relevant to the role
- So the DSL can
 - understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
 - are alert to the specific needs of children in need, those with special educational needs and young carers
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
 - understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
 - are able to keep detailed, accurate, secure written records of concerns and referrals
 - understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
 - are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
 - can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
 - obtain access to resources and attend any relevant or refresher training courses
 - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

22. Appendix 6: Information and support regards Online Safety

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
swgfl	Includes a template for setting out online safety policies
internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
pshe association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
the use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
UKCCIS	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework
NSPCC	NSPCC advice for schools and colleges
net-aware	NSPCC advice for parents
commonsensemedia	Independent reviews, age ratings, & other information about all types of media for children and their parents
searching screening and confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
lgfl	Advice and resources from the London Grid for Learning

23. Appendix 7: Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Children and Social Work Act (2017) Statutory guidance for local authorities on supporting children and young people leaving care.