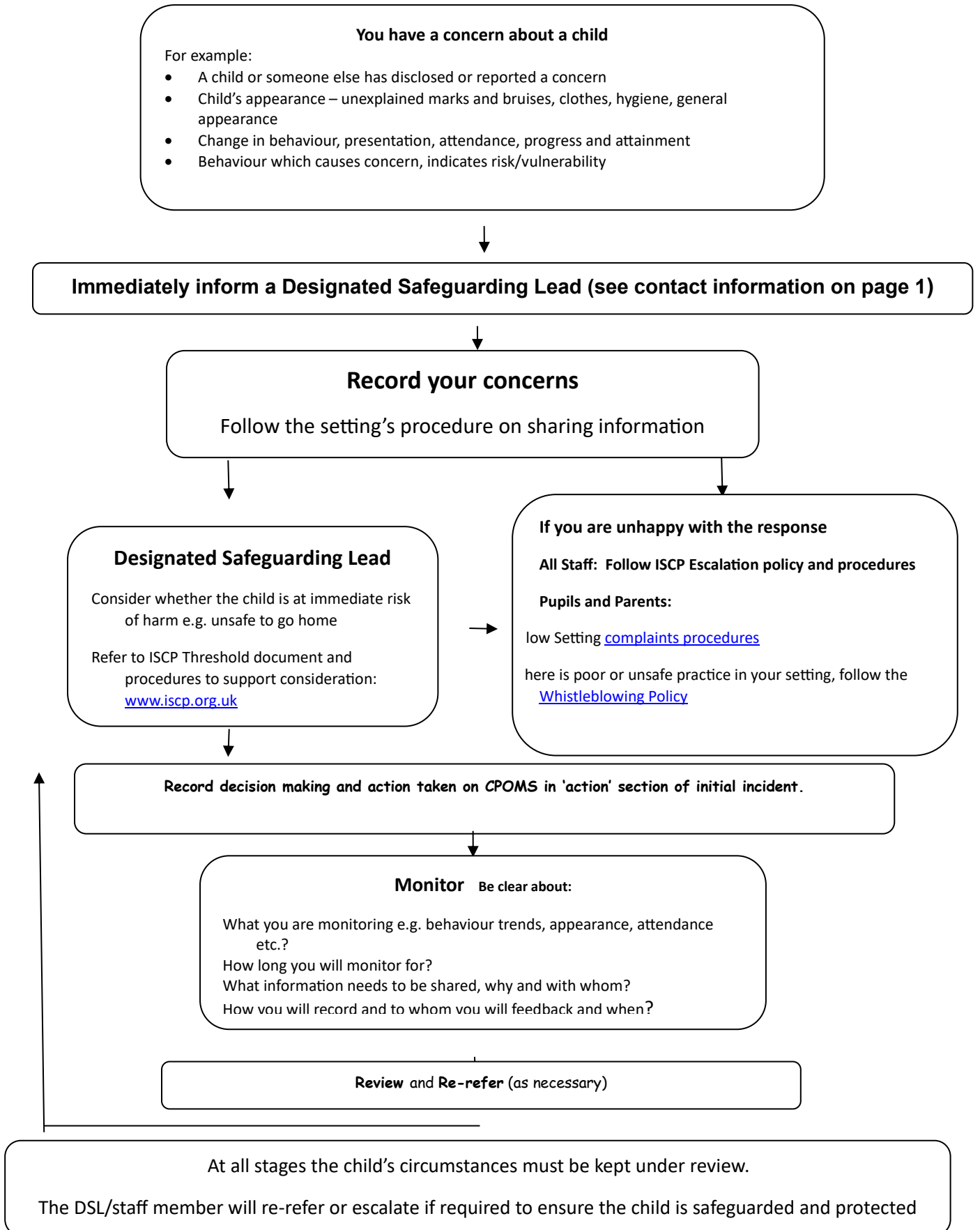


Safeguarding and Child Protection Policy 2025

Key Safeguarding contact	
Designated Safeguarding lead	Jenny Johns
Deputy Designated Safeguarding leads	Cerys Normanton, Chelsea Day-Bourne, Annu Saha, Jo Jones, Theresa Alexander, Stephanie Taylor
Designated Governor	Alison Kahn
Designated Teacher for Looked After Children	Chelsea Day-Bourne
Attendance Lead	Theresa Alexander
Prevent Lead	Jenny Johns
Senior Mental Health Lead	Cerys Normanton
Allegations against staff and Low-Level Concerns Lead	Cerys Normanton
Any references to DSL in this policy refers to any member of the DSL team including Deputy DSLs	

What to do if you are worried about a child/young person (Please also see Flowchart on page 24 of KCSIE 2025)



Introduction and Ethos

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.¹

Samuel Rhodes School recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children: can play, learn, develop and achieve, are safeguarded, and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.

Samuel Rhodes School recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging, and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order to support all of our pupils.

SRS's core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this policy.

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the [London Safeguarding Children Procedures](#).

Definitions

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act, other aspects of care and education are related:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities (SEND)
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care
- emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Within this document

Safeguarding is defined as:

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

Context

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

This includes:

- [Working Together to Safeguard Children 2023](#)

- [DfE guidance Keeping children safe in education 2025 \(\[publishing.service.gov.uk\]\(https://publishing.service.gov.uk\)\)](#)
- [Teaching online safety in Schools](#) (DfE, 2003)
- [London Safeguarding Children Procedures 7th Edition](#)
- [Inspecting safeguarding Ofsted Handbooks and Frameworks](#)
- [County Lines Professional Toolkit](#)
- https://assets.publishing.service.gov.uk/media/670f8c0f366f494ab2e7b93d/EYFS_statutory_framework_for_childminders.pdf
- <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- [The right to choose: government guidance on forced marriage - GOV.UK](#) (www.gov.uk)

All staff and volunteers at Samuel Rhodes School recognise that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with any related policies.

Please also see Part 1 and Annex B of KCSIE 2025.

Supporting Guidance (to be read and followed alongside this document)

- [What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- [Information Sharing advice](#) (May 2024)
- [Guidance for Safer Working Practice 2022](#) :
- [Mental health and behaviour in schools - Publications - GOV.UK](#)
- [Working together to improve school attendance 2024](#)
- [Teachers' Standards](#)
- [Safeguarding Disabled Children Practice Guidance](#)
- [Preventing & Tackling Bullying](#)
- [Promoting children and young people's emotional wellbeing](#)
- [Public Health England Every Mind Matters - Teaching RSHE](#)
- [Education for a Connected World Framework - Teaching safeguarding and online safety](#)
- [Behaviour in Schools July 2022](#)
- [Suspension and Permanent Exclusion September 2024](#)

Safeguarding and Child Protection Procedures

Any member of staff, volunteer or visitor to Samuel Rhodes who is aware of a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart 'What to do if you are worried about a child/young person' on page 4 and the flowchart on Page 24 of KCSIE 2025.

The DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the CSCTReferrals@islington.gov.uk Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.

²It is not necessary to seek consent from parents/carers to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is a lawful basis to process any personal information required. In the spirit of collaboration, where possible, the Setting will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents/carers.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will take the guidance of the social care team and not do so where it is felt that to do so could place the child at greater risk of harm or impede any further investigation.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case. If then the staff member remains concerned that appropriate action is not being taken, it is their responsibility to seek further direct consultation from the safeguarding governor. (See page 2.)

Early Family Help – Bright Futures

All children in our context have an EHPC and are eligible for early family help.

² Working Together To Safeguard Children 2025

- Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from care or from home
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools and in Alternative Provision or Pupil Referral Unit
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a family member in prison, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child, or
 - is persistently absent from education, including persistent absences for part of the school day.

 - All staff are aware of the Early Family Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL and deputy DSLs, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. We will refer to and work within the revised 'Working Together to Safeguard Children' 2023 guidance at all times.

 - If Early Family Help is assessed to be appropriate, then the DSL/SHM will support staff members involved with the family to initiate an Early Family Help Assessment by requesting services from Bright Start 5-19 through CSCTReferrals@Islington.gov.uk. The DSL will keep all Early Family Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL team are properly supported in this role in relation to the availability of appropriate time, support and resources.

Recognition and Types of Abuse, Neglect and Exploitation

All staff in school should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. This includes where children see, hear, or experience the effects of domestic abuse. Staff should be aware that abuse can take place wholly online and that technology may be used to facilitate offline abuse.

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

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

Online Safety

Samuel Rhodes School recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The DSL and leadership team have read paragraphs 134-151 regarding Online Safety within KCSIE 2025.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and deputy DSLs, when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safeguarding within the school.

Samuel Rhodes School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content for example: pornography, hate speech, fake news, racism, misogyny, self-harm, suicide, anti-Semitism,

radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories are all considered to be safeguarding harms.

- Contact: being subjected to harmful online interaction with other users.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Samuel Rhodes School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2025. Our approach to online safety will always consider the 4 cs above. We have clear rules relating to the use of mobile and smart technology that means pupils are not allowed to access their mobile phones, teachers collect mobile phones in as soon as pupils come to school. This is frequently revisited with staff in briefings and pupils in assemblies.

Further information reading the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy.

We recognise that online safety is part of the whole school approach to safeguarding which includes:

- Parental engagement with online safety
- An appropriate level of security to protect users and their data
- An annual review of our online safety procedures which include a risk assessment that reflects and considers the risks children face online
- Curriculum planning
- Teacher training
- The role and responsibilities of the DSL team

Samuel Rhodes School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

Samuel Rhodes School will ensure a need appropriate curriculum is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

All staff are expected to follow the [Filtering & Monitoring Standards for Schools and Colleges](#) and to alert the DSL if they come across anything accessible online that would be inappropriate for children. This includes if:

- They witness or suspect unsuitable material has been accessed.
- They can access unsuitable material.
- They are teaching topics which could create unusual activity on the filtering logs.
- There is failure in the software or abuse of the system.
- There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks.
- They notice abbreviations or misspellings that allow access to restricted material.

We will communicate and reinforce to parents and carers how important it is that children are safe online and to inform them which filtering and monitoring systems are used in the setting. We will always let parents know what we are asking children to do online outside of Setting and the sites they will be asked to access and also which staff member they will be interacting with online (if any).

We will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online. We will use the new department for education '[plan technology for your school service](#)' for self-assessment against filtering and monitoring standards and receive personalised recommendations on how to meet them.

When using generative AI in Settings, we will follow the newly published [Generative AI: product safety expectations](#) to support us to use generative artificial intelligence safely. We will ensure we are up to date with the latest relevant guidance and will use the these links to support us further [Generative artificial intelligence \(AI\) in education - GOV.UK](#) and [Using AI in education: support for school and college leaders - GOV.UK](#)

Learning at home

Where children are being asked to learn online at home the DfE has provided [Providing Remote Education Advice for Schools and settings](#) It is essential that children are safeguarded from potentially harmful and inappropriate online material. Staff with access to the Setting's devices are reminded about rules on the misuse of technology – devices used at home should be used just like if they were in full view of a teacher or colleague. Staff will:

- not use private accounts
- log all contacts
- log issues and concerns
- consider the increased vulnerability of pupils with SEND
- avoid private chats with pupils

Learning at an Alternative Provision

At Samuel Rhodes we rarely use Alternative Provision, however we have completed off site learning that is supported by our Staff at all times. Offsite learning provisions are risked assessed continuously.

If we did have to use an Alternative Provision we would follow the KCSIE advice and emphasise the importance of supporting all children, that are learning at an alternative provision. We are committed to our responsibility to ensure that appropriate safeguarding arrangements are in place at an alternative provision and we will always obtain written information from the provision that appropriate safeguarding checks have been carried out on staff that work at their setting.

We will ensure that we always know where a child who attends an alternative provision and have the full address of the provision along with any subcontracted provision or satellite sites the child may attend. We will review the provision being offered to any child at least weekly to assure ourselves that the child is attending regularly and that the placement continues to be safe and meet the child's needs. Where any safeguarding concerns arise, the placement will be immediately reviewed and terminated, if necessary, unless or until those concerns have been addressed satisfactorily. We will follow the statutory department for education guidance, [Arranging Alternative Provision 2025](#) to ensure that we are meeting our duties to safeguard our children and support their education.

Key Responsibilities

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

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

The Governing Body

The Governing Body holds overall responsibility for the child protection and safeguarding functions of Samuel Rhodes School and will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority.

The Governing Body and school leadership team are responsible for ensuring that robust recruitment procedures are followed that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It ensures that volunteers are appropriately supervised in school.

We have a nominated governor for safeguarding, Alison Kahn. She takes the lead role in ensuring that there is an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The governing body have read and will follow KCSIE 2025.

Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.

The Governing Body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. Our school works in accordance with new government regulations to deliver Relationships Education, Relationships and Sex Education, and Health Education (dependent on the pupils needs).

Alison Kahn takes responsibility for liaising with the LADO (0207 527 8101/02) in the event of allegations being made about the Headteacher. The Governing Body holds overall responsibility for the child protection and safeguarding in the school, the day-to-day operational responsibility rests with the Headteacher.

Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that:

- This child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff including volunteers.

- Sufficient resources and time are available to enable the DSL team to carry out their duties effectively.
- There are robust systems in place to cover any absences in the DSL team.
- All concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the school's Whistleblowing policy.

Designated Safeguarding Lead and Deputies (DSL + DDSL)

Jenny Johns is the Designated Safeguarding lead and has the overall responsibility for the day-to-day upkeep of safeguarding and child protection systems in school. The school has 6 deputy DSLs who deputise for when the DSL is not available. The deputies are Cerys, Chelsea, Annu, Jo, Stephaine and during the holiday schemes, Theresa.

If there is a safeguarding concern during the school holidays, please call Jenny Johns (in emergency 07970 865357) or Cerys Normanton (in emergency 07745 203433).

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role.

During term time and during the times when pupils are onsite a DSL will always be available for staff to discuss any safeguarding concerns. In exceptional circumstances the DSL may only be available via video call or telephone and must ensure that there are clear and safe parameters in the use of this technology and will ensure the space is confidential, if the conversation is recorded and how this will be stored.

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

The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for looked after children and the Head of the Virtual School for all children who are looked after or have previously been looked after.

The DSL ensures that the school provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences, Core Group meetings and Team around the Child Meetings).

The DSL team will familiarise themselves with the extended role of the Virtual School Head including promoting the educational achievement of children in kinship care.

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The DSL is responsible for ensuring inter-agency working is effective and the parents/carers are engaged.

The DSL is responsible for ensuring sharing of information with all stakeholders is appropriate and in the best interests of the pupils.

The DSL has a responsibility to be trained and up to date on relevant ongoing current areas of safeguarding.

Responsibility for online safety as well as safeguarding and child protection

Responsibility for filtering and monitoring

Working with mental health leads where safeguarding is linked to mental health

Staff and volunteers

All staff maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. ***It is not the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL team as a priority.

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

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

All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation, but to reassure them they will only tell people that need to know.

Pupils

Pupils will be supported to seek help from a trusted adult if things go wrong and support others who may be experiencing safeguarding concerns through PSHCE, assemblies and posters around the school.

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They will develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online.

They will contribute (offer more support) to the development of safeguarding and child protection policies through school council, PSHCE lessons and assemblies.

Parents and Carers

Parents/Carers will discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home.

They will identify changes in behaviour which could indicate that their child is at risk of harm online, or in the wider community.

They will seek help and support from the school, or other appropriate agencies, if they or their child have any safeguarding concerns.

They will contribute to the development of the school's safeguarding policies. Our Safeguarding statement is on the school website: <https://samuelrhodes.islington.sch.uk/>.

Mental Health

The school has an important role to play in supporting the mental health and wellbeing of children. Staff have an awareness that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected to make a diagnosis of a mental health problem but will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one and work with external agencies. We will follow the government guidance [promoting and supporting mental health and wellbeing in schools and colleges](#) to help us promote positive mental health and wellbeing for all our children.

Where children have suffered:

- abuse and neglect
- other potentially traumatic adverse childhood experiences.

This can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the DSL or a deputy and reporting their concerns on CPOMS.

Staff will track and report on pupils whose mental health is a concern when directed to do so by the DSL/senior team.

Children in Specific Circumstances

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

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and complex family circumstances. Once information about a child with a social worker is communicated to the school, the DSL will, as a matter of routine, hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

The DSL, Deputy DSLs and SHM team continue to work very closely with DCT and social care agencies in boroughs other than Islington and keep them informed of any concerns (e.g. attendance presentation etc.). They robustly assess + refer when appropriate + know how to escalate when necessary.

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' <https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need> contains further information; the conclusion of the review, 'Help, protection, education' [Help, Protection, Education: Concluding the Children in Need Review](#) sets out action the Government is taking to support this.

Child-on-Child Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse other children, and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the local procedures. There is an ISCP Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment which must be followed. We will seek advice and support from other agencies as appropriate.

Child on child abuse may include bullying (including cyber bullying), physical abuse, sexual violence/sexual harassment, 'up-skirting', 'sexting' or initiation/hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in a need-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

Our school recognises that LGBTQ+ children can be targeted by others as can children perceived to be LGBTQ+ who can be just as vulnerable. We take extra care that these children have a trusted adult to share concerns with and we work to consider how the school can reduce additional barriers faced by these children and how safe spaces can be provided for them to talk or share concerns. We will use the [Statutory Guidance on Relationships, Sex and Health Education](#) for support on addressing homophobic, biphobic and transphobic bullying and abuse.

Online Safety

Our staff are aware that technology is a significant component in many safeguarding and wellbeing issues:

- Children are at risk of online abuse as well as face to face
- Child-on-child abuse can happen online through:
 - Abusive, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images/videos especially in chat groups
 - Sharing of abusive images and pornography, to those who do not want to receive it

Staff should:

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

Serious violence

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

- Increased absence from school.

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

Safeguarding Children with Special Educational Needs and Disabilities

Our staff are aware of the additional barriers which exist when recognising abuse and neglect in our pupils. This includes:

- Being more prone to peer group isolation than other groups without outwardly showing signs of being bullied.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's presentation of needs rather than abuse or neglect.
- Speech, language and communication needs which may make it difficult to tell others what is happening.

We will use language in relation to medical diagnoses in line with the [SEND code of practice 2014](#). However, we will always respect the wishes and feelings of some children that wish to be known for example, as an 'autistic person' and not a person with a 'disorder' or on the 'spectrum'. This reflects a move towards a more 'person-first' language approach, that emphasises and respects an integral part of a child's identity.

Our school understands the marked additional vulnerability of children with special educational needs and disabilities. The team will ensure positive and proactive sensory/behaviour support to reduce the occurrence of challenging behaviour.

Children Missing from Education

Our school recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child who has unexplainable and/or persistent absences or who are missing from education can be potential indicators of abuse, neglect or exploitation.

Our school has a procedure in place for responding to unauthorised absence and responding to children who have unexplainable and/or persistent absences from education, particularly on repeat

occasions, and for prolonged periods, to help identify the risk of abuse and neglect, including sexual/criminal exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police.

Our school follows the [Working-together-to-improve-school-attendance 2024](#)

- Our staff are aware that children being absent from our setting, particularly unexplained absences and repeat absences for prolonged periods, and children missing education, can act as a warning sign of a range of safeguarding possibilities including neglect, child sexual and child criminal exploitation, particularly county lines. Our response to persistent absent pupils and children missing education supports identifying such abuse and in the case of absent pupils, helps prevent the risk of them become a child missing education in the future. This includes when problems are first emerging but also where children are already known to Children's Social Care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community. We will refer to the government Home Office strategy, [Missing Children and Adults](#) in the event that a child and their family do not arrive to school and cannot be contacted. (Cross reference with the setting's Children Missing Education Policy.)

Child Criminal Exploitation (CCE)

Children may be subjected to multiple forms of abuse, including both criminal and sexual exploitation.

Exchange-Based Exploitation: Abuse may occur in exchange for things the child needs or wants (e.g., money, gifts, affection), or for the perpetrator's gain (e.g., financial, status).

Perpetrators

- Can be adults or peers, acting alone or in groups.
- Children who harm others may also be victims of exploitation and should be treated as such.

Vulnerability Factors

Beyond age, other factors increasing vulnerability include:

- Sexual identity
- Cognitive or learning difficulties
- Communication ability
- Physical strength
- Social status
- Access to resources

Common Indicators of CCE and CSE and County Lines

- Unexplained gifts, money, or possessions
- Associations with others involved in exploitation
- Emotional changes
- Substance misuse
- Going missing or returning home late
- Poor school attendance or disengagement from education
- Owing a debt bond to their exploiters

Support Needs

Exploited children require additional support to remain engaged in education.

Specific to Child Sexual Exploitation (CSE)

- Can be one-off or ongoing, ranging from opportunistic to organised abuse.
- May involve force, enticement, violence, or threats.
- Additional indicators include:
- Relationships with significantly older partners
- Sexually transmitted diseases, advanced sexual behaviour, or pregnancy

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information includes definitions and indicators are included in Annex B of KCSIE 2025.

We will use the Children's Society website to guide and support our staff in helping the [prevention of child sexual exploitation](#) as set out in Keeping Children Safe in Education 2025, additional advice and support.

6.8 Domestic Abuse

The Domestic Abuse Act 2021 creates a statutory definition of domestic abuse based on the [existing cross-government definition](#).

'Abusive behaviour' is defined in the act as any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

For the definition to apply, both parties must be aged 16 or over and 'personally connected'.

'Personally connected' is defined in the act as parties who:

- are married to each other
- are civil partners of each other
- have agreed to marry one another (whether or not the agreement has been terminated)
- have entered into a civil partnership agreement (whether or not the agreement has been terminated)
- are or have been in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship in relation to the same child
- are relatives

[Read the government's statutory definition of domestic abuse factsheet](#)

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

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

Operation Encompass provides advice and a helpline service for all staff members who may be concerned about children who have experienced or witnessed domestic abuse. The number is available weekdays from 8 am to 1 pm 0204 5139990.

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

Gangs, County Lines, Violent Crime and Criminal Exploitation

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

Honour based’ abuse

Staff and volunteers at Samuel Rhodes School are aware that so called ‘Honour-based’ abuse (HBA) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

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As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.

Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty in regards to this form of abuse.

If a member of staff, 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 101. See Annex B of KCSIE, 2025 for further detail and Summary of Mandatory FGM reporting duty.

If there are concerns that a girl is going to be cut, the DSL should complete the ISCP FGM Risk Assessment Tool [Islington FGM Risk Assessment](#) to identify the relevant indicators and inform further action. (We will call Police 999 if a girl is at immediate risk of harm as a result of the risk assessment.)

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>).

The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes [FGM The Facts](#).

Forced Marriage

A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and it is a crime.

Our staff understand how to report concerns where this may be an issue. The school will contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email fm@fco.gov.uk + refer to the [Multi-agency guidelines](#). Since February 2023 any marriage that takes place under the age of eighteen years, whether there is consent or coercion, is illegal.

Prevent and Radicalisation

Prevent concerns should be shared with prevent@islington.gov.uk where concerns can be discussed and requests made for a Prevent Referral form.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- (1) negate or destroy the fundamental rights and freedoms of others; or
- (2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- (3) intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

All staff recognise that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of children can be compared to grooming for sexual exploitation.

All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

All staff will complete an approved training package, every two years, which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process, from the following link: [Prevent duty training: Learn how to support people susceptible to radicalisation](#)

Curriculum and Staying Safe

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

Our school will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering

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relevant issues in the newly published statutory guidance, [Relationships Education \(for all primary pupils\)](#), [Relationships and Sex Education \(for all secondary pupils\)](#) and [Health Education July 2025 \(for all pupils in state-funded Settings\)](#), which has been compulsory since September 2020.

Our school will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff so that pupils at Samuel Rhodes School will be listened to, heard and their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support will include:

- **Relationships and Sex Education and Health Education:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **Education for a Connected World framework:**
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Staff are aware that children may not always know that they are being abused or be ready to disclose that they are being abused.

Trusted relationships with staff allow children to communicate what is happening in their lives – we acknowledge they are not always aware how they can disclose abuse.

Many children express the trauma they have experienced or are experiencing through their behaviour.

We are aware that challenging behaviour may well be a sign that they are trying to communicate something and we need to listen to what they are saying even when that might be very difficult.

We use [Behaviour in Schools - Advice for Headteachers and School Staff 2024](#) to ensure that we always consider whether misbehaviour is an indicator of harm or trauma and use the guidance to put in place measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying.

If pupils' conduct falls below the standard which could be reasonably expected of them, they could be sanctioned. Any decision to suspend or exclude must be lawful, reasonable and fair.

Our staff are expected to treat everyone with kindness, dignity and respect.

Our staff recognise that it is important to have a good relationship with children, to enable them to share what is happening in their lives so that we can understand what they are experiencing in their daily lives.

We make our children aware that they will be listened to and their concerns taken seriously and acted upon.

To support this, we include the following:

- School/Student Council
- Listening posts/benches
- Worry boxes
- Buddy and peer-mentoring systems
- Peer mediation
- PSHE events
- Regular feedback questionnaires with groups of children
- Specific BULLYING POLICY (cross reference here)
- Kidscape programme
- Think U Know, Childnet, Digital Literacy Scheme of work etc.

Record Keeping

Staff will record any welfare concern that they have about a child on CPOMS with a completed body map if injuries have been observed. Records will be completed immediately, using the child's words where appropriate, and allocated to the DSL/Deputy DSL and appropriate SENCO.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be on CPOMS. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL or deputy.

Safeguarding and child protection records are kept for individual children and are maintained on CPOMS. Safeguarding records are kept in accordance with data protection legislation.

Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2024. These will be given to the new DSL and a receipt of delivery will be obtained. The DSL should also transfer any information relating to the Channel Programme.

Confidentiality and Information Sharing

We recognise that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will hold the information and information will only be shared in the interests of keeping the child safe.

Data is shared for the purpose of keeping children safe as per the Data Protection Act 2018.

Samuel Rhodes School recognises that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff are aware that they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential.

Data Protection toolkit for Schools: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>.

Inter-agency Working

The school has an important role to play in multi-agency safeguarding arrangements and contribute to multi-agency working in line with WTSC December 2023. We are named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Partnership, and so have a statutory duty to cooperate with published arrangements.

Schools are not the investigating agency when there are child protection concerns and will pass all relevant cases to the statutory agencies. We will contribute to the investigation and assessment processes as required, and support the child while these take place.

Samuel Rhodes School recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings. We are named as a relevant agency by the three safeguarding partners that make up the Islington Safeguarding Children Partnership, and so have a statutory duty to cooperate with published arrangements.

The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Complaints

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

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

At our setting, we are committed to maintaining a safe and supportive environment for all students. We understand that concerns may arise, and we encourage parents to utilise our school complaints policy as the first step in addressing any issues. By doing so, we can work collaboratively to resolve matters promptly and effectively, ensuring the best outcomes for our students. Our complaints policy is designed to be transparent and accessible, providing a clear process for raising and addressing concerns. We believe that most issues can be resolved at the school level, and we are dedicated to listening to and addressing the concerns of our school community.

Should the need arise, parents still have the option to refer matters to external bodies such as Ofsted or the Department of Education but we kindly ask that our internal procedures be followed first to allow us the opportunity to address and resolve the issue.

Staff Induction and Training

All members of staff have been provided with a copy of part one of KCSIE, 2024 which provides an overview of safeguarding duties and responsibilities and read Part 1 and Annex A as part of KCSIE, 2025. They must sign to confirm that they have read and understood these documents. School leaders and Governors must read the entire document.

All staff working directly with children:

- Are expected to read at least Part 1 and Annex B of KCSIE

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

The DSL and Headteacher will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school's internal safeguarding procedures and communication lines. As a minimum, this will include:

- The child protection policy
- The behaviour policy
- The code of conduct
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies). (A summary information sheet is available to be given to staff and volunteers to support this process.)

All staff members will receive appropriate safeguarding and child protection training which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults.
- Respond appropriately to safeguarding issues and take action in line with this policy.
- Record concerns in line with the school policies.
- Refer concerns to the DSL and be able to seek support external to the school if required.

All staff members receive appropriate training to ensure they are aware of a wide range of safeguarding issues and receive regular safeguarding updates in the form of weekly emails. The DSL and Headteacher will lead fortnightly safeguarding briefing to address current issues and to share new information and practice.

Agency staff working at the school will need to bring their DBS with them as well as a form of ID. The agency will also be required to carry out DBS checks on employees and provide the details of relevant employees to the school.

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

Although the school has a nominated safeguarding lead for the Governing Body (Alison Kahn), all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Safe Working Practice

All members of staff are required to work within clear guidelines on the school's Code of Conduct. Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. Staff attend an annual CPD session and frequent top up sessions throughout the year. The term 'reasonable force' covers a broad range of actions. 'Reasonable' means using no more force than is needed. All positive intervention is carried out in line with agreed techniques (Norfolk Steps). All staff are aware that they MUST record any positive intervention restraints and use of reasonable force on CPOMS recording all the details of the incident and the contact with the parents afterwards. This must be done on the day of the incident.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and related school policies.

Staff Supervision and Support

The Senior Team aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role.

The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff receive induction training and sign to state they have read and understood the safeguarding procedures within the school.

Safer Recruitment

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

The school will ensure that the safer recruitment process covers paragraphs part 3 of KCSIE 2025 in relation to advertisement, application form, shortlisting, employment history and references, selection, ID, DBS checks etc.

Samuel Rhodes School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff (including supply staff), volunteers and Governors and meets statutory requirements. The school is also responsible for making S128 checks on the Governing body members.

We expect all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

As part of the shortlisting process statutory guidance states the school should carry out an online search as part of due diligence to help identify any incidents or issues that have happened that may be publicly available online and to explore this with the applicant at interview. Shortlisted candidates will be notified about this and asked to provide their online identities.

The Governing Body will ensure that the Senior Leadership Team and at least one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements and that this is repeated every three years.

In accordance with The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 at Samuel Rhodes at least one of the persons who conducts an interview has completed safer recruitment training recommended by the Islington Safeguarding Children Partnership and should be repeated every three years.

- We will use check-a-teachers-record as part of our pre-employment checks for all those with a teacher reference number including teaching assistants and higher level teaching assistants.

- We will follow statutory guidance in [Keeping Children Safe in Education 2025, Annex E](#), which clarifies and sets out the process for obtaining DBS checks for volunteers and the importance of regular supervision for them.

Allegations Against Members of Staff and Volunteers

A referral to the Local Authority Designated Officer (LADO) should be made immediately and within 24 hours if a member of staff, volunteer or supply staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (e.g. where they are involved in an incident outside of Setting which did not involve children but could have an impact on their suitability to work with children (one example being domestic abuse.)
- Behaves in a manner that discriminates against a child on the basis of one or more of their protected characteristics [1].

[1] as defined by the [Equalities Act 2010](#)

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

- Basic enquiries to establish facts before contacting LADO.
- The headteacher to lead the investigation only after being given the go ahead to do so by the LADO.
- The Headteacher to discuss any concerns about the welfare of other children in the community or member of staff's family with DSL and make a risk assessment.
- DSL may then decide to make a referral to children's social care.

Where a member of staff has acted in a way outside of Setting that may question their suitability to work with children (transferable risk), a risk assessment should be carried out when appropriate.

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:
 - this should be immediately referred to the headteacher;

- where there are concerns/allegations about the headteacher, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent Setting; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent Setting, this should be reported directly to the LADO.
- Where there is an allegation against an agency or supply member of staff, the Setting will usually take the lead because agencies do not have direct access to children or other 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. Supply teachers, whilst not employed by the Setting, are under the supervision, direction and control of the governing body or proprietor when working in the Setting. Their agency will be notified about the allegation. They will be advised to contact their trade union representative if they have one, or a colleague for support.

Low Level Concerns

- Low-level concerns (including allegations) are those that do not meet the harm threshold set out above. Concerns may arise from suspicions, complaints, a disclosure made by a child, parent or other adult or member of the public or because of vetting checks undertaken. We will manage and record such concerns and take appropriate action to safeguard children.
- Supply agencies or contractors will be made aware of the process and contacted if necessary
- As part of our whole School approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We believe it is critical to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one KCSIE 2025) are shared responsibly and with the right person, recorded and dealt with appropriately. This is to ensure that problematic or inappropriate behaviour is identified early, the risk of abuse is minimised and that all adults working in the Setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Setting.
- A low-level concern means that the behaviour towards a child does not meet the harm threshold and a referral to the LADO. The LADO must however be made aware of any low-level concerns. A low-level concern is any concern – no matter how small, and even if no

more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the Setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being overfriendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children

We believe it is crucial that any such concerns, including those which do not meet the allegation/harm threshold are shared responsibly and confidentially with the right person, and recorded and dealt with appropriately. This will also protect staff from potential false allegations or misunderstandings.

Our low-level concerns policy is also set out within the staff code of conduct as per KCSIE 2025.ⁱ

What to do if you have a low-level concern

- Low-level concerns about a member of staff should be reported to the Headteacher.
- We encourage staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the DSL and/or headteacher, and recorded in accordance with our low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns

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

- For specific guidance on how to respond to allegations against staff, please refer to the Allegations against Staff and Volunteers procedures above and the Whistle Blowing Policy which can be found in the staff room/office/staff intranet/network etc. When in doubt – please ask.

Site Security

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

Appropriate checks will be undertaken in respect of visitors and volunteers, and they will have to display an Inventory sticker or agency staff badge whilst on school grounds. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

Monitoring and Review

- All staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- This policy has been written in August 2025 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare which comes into force on 1st September 2025.
- The policy forms part of our development plan and will be reviewed at least annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from child safeguarding practice reviews) or allegations against staff (even considering learning when they are not substantiated) to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Local Support

- **Islington Children's Services Contact Team**
Telephone: 020 7527 7400
csctreferrals@islington.gov.uk
- **Islington LADO**
Telephone: 0207 527 8101
Email: lad0@islington.gov.uk
- **NPCC- When to call the police**
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> should help DSLs understand when they should consider calling the police and what to expect when they do
- **Islington Police**
101 (or 999) if there is an immediate risk of harm)
- **Islington Safeguarding Children Partnership (ISCP)**
iscp@Islington.gov.uk
- **Islington Family Information Service**
Telephone: 0207 527 5959
<http://www.islington.gov.uk/fis>
- **Islington Family Directory**
<http://directory.islington.gov.uk/kb5/islington/directory/service.page>
- Heather Vacciana Anti-Bullying Coordinator heather.vacciana@islington.gov.uk
0207527 7793, 07584 370797
- The Sunflower Project offers direct support to children and schools to identify and implement gender equality initiatives – contact Tanya.Pinnock@islington.gov.uk 07815 990 366
- Prevent: Saira.Kamaly@islington.gov.uk – Prevent Education Officer 07825 098235

Appendix: National Support Organisations

Support for staff

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

Support for Pupils

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk

- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

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

Radicalisation

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

Current version reviewed by: Jenny Johns

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(unless otherwise advised by ISCP)

ⁱ [Developing and implementing a low-level concerns policy](#)