



St Thomas's Church Hall, 75 Monsell Road, London, 2EF N4
Preschoolleader@stthomasPreschool.co.uk
TEL. 0207 354 9347



Safeguarding and Child Protection Policy

based on Keeping Children Safe in Education, DfE 2021
DfE statutory guidance

Key Safeguarding Contacts:

The Designated Safeguarding Lead (DSL) for child protection is: **Claudine Noury**

The Deputy Designated Safeguarding Lead is Layla Conquest:

The Designated Manager for Allegations against Staff and Volunteers is **Claudine Noury and Sarah Savitt**

This policy was reviewed and adopted by the the Trustees of St Thomas' Preschool on: April 2023

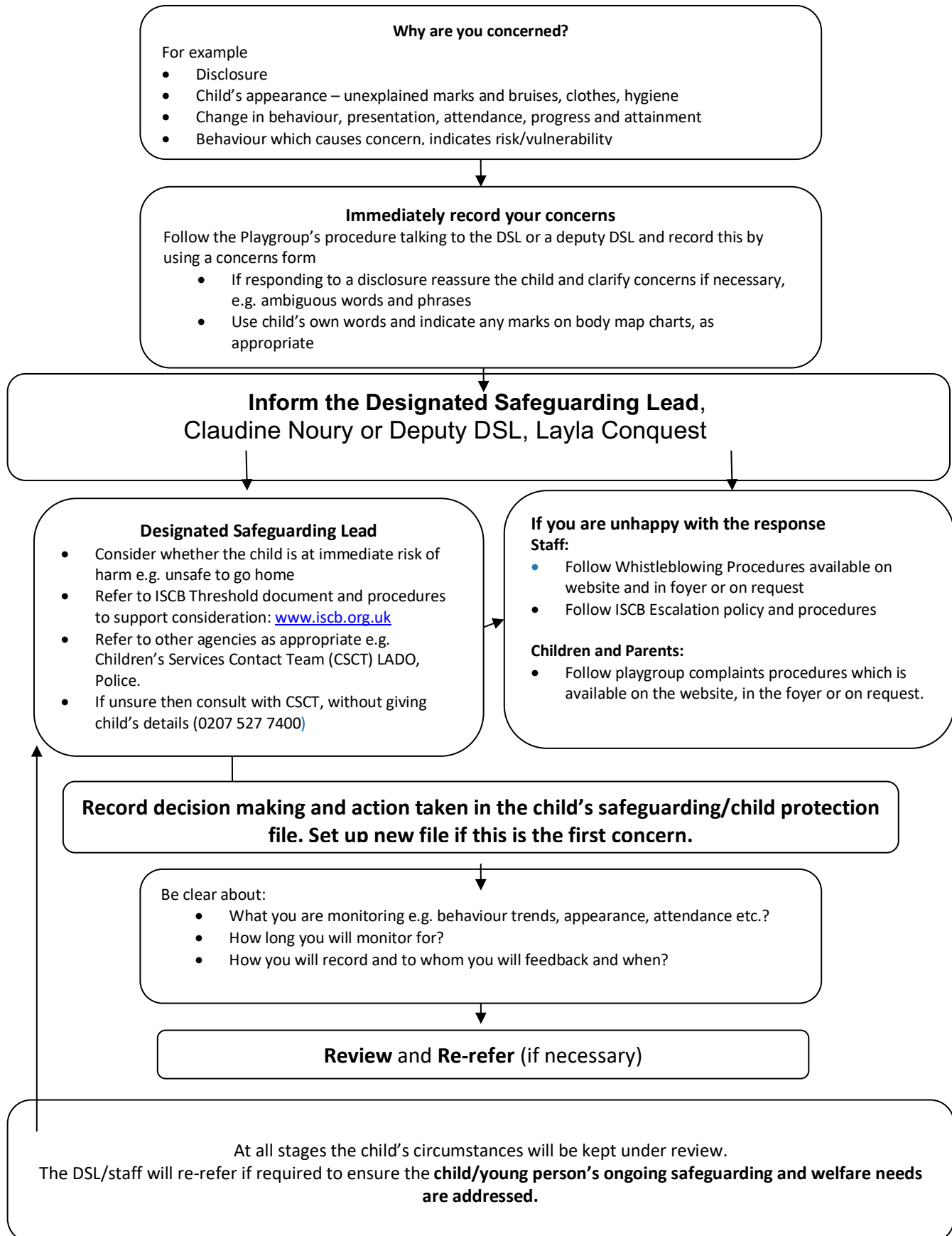
It will be reviewed annually by the Trustees of St Thomas' Preschool and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before April 24

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

Contents

What to do if you have a welfare concern flowchart	3
1. Introduction and Ethos	4
2. Definitions.....	4
3. Context	5
4. Key Responsibilities	7
b. Responsibilities of the Preschool leader.....	8
c. Designated Safeguarding Lead (DSL)	8
d. Staff and volunteers.....	8
e. Children and Young People.....	9
f. Parents and Carers.....	9
5. Recognition and Types of Abuse and Neglect	9
6. Children in Specific Circumstances	10
a. Child on child abuse.....	10
c. Safeguarding Children with Special Educational Needs and Disabilities	10
d. Children Missing from Education.....	10
h. Domestic abuse	11
i. Child Sexual Exploitation (CSE)	11
j. Honour-based violence' (including Female Genital Mutilation and forced marriage)	11
k. Online Safety.....	11
l. Radicalisation.....	12
m. Curriculum and Staying Safe	12
7. Safeguarding and Child Protection Procedures	12
8. Early Help.....	13
9. Record Keeping.....	14
10. Confidentiality and Information Sharing	15
11. Inter-agency Working	15
12. Complaints	16
13. Staff Induction, Awareness and Training.....	16
14. Safe Working Practice.....	17
15. Staff Supervision and Support	18
16. Safer Recruitment.....	18
17. Allegations Against Members of Staff and Volunteers	19
18. Referrals and Examples of behaviour and low level concerns.....	19
19. Security	21
21. Monitoring and Review	21
22. Local Support	22
Appendix 1: Categories of Abuse.....	23
Appendix 2: Specific Safeguarding Issues	26
Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)	32
Appendix 4: Sexual Violence and sexual harrassment between children in schools and colleges.....	36
Appendix 5 : National support organisations.....	37
Appendix 6 : Local Support.....	38

What to do if you have a welfare concern in St Thomas' Playgroup



1. Introduction and Ethos

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

1

- a. St Thomas' Preschool recognises the importance of creating and maintaining a safeguarding culture that will help all children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all children receive effective support, protection and justice.
- b. St Thomas' Preschool 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 Preschool, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our children.
- c. Our Preschool core safeguarding principles are:
 - That Preschool is an important part of the wider safeguarding system for children.
 - It is the whole Preschool responsibility to safeguard and promote the welfare of children
 - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff, teaching and non teaching, temporary staff and volunteers) and trustees and are consistent with the London Child Protection Procedures, 2022.

2. Definitions

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

¹ Keeping Children Safe in Education (DfE, 2021)

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

Within this document:

- **Safeguarding is defined as:**
 - Protecting children from maltreatment;
 - Preventing impairment of children's mental and physical health or development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes.
-
- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
 - **Staff** applies to all those working for or on behalf of the Preschool, full time or part time, in either a paid or voluntary capacity. This also includes trustees.
 - **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to children of our Preschool; the policy will also extend to visiting children and students from other establishments.
 - **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
 - **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the document and appendices 1 and 2.

3. Context

- a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance
This includes:
 - Working Together to Safeguard Children (DfE 2018) (WTSC)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2020.pdf
 - DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all staff and trustees Annex B (DfE, September 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2019.pdf
 - London Safeguarding Children Procedures, March, 2020 <http://www.londoncp.co.uk/>
 - [Teaching online safety in schools \(DfE, 2019\)](#)

- Working Together to Safeguard Children
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
 - Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
 - London Safeguarding Children Procedures
<https://www.londonsafeguardingchildrenprocedures.co.uk/>
 - Ofsted guidance 'Inspecting safeguarding in early years, education and skills' September 2022
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>
 - Criminal exploitation of children and vulnerable adults
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-line>
 - Children and Social Work Act, 2017
<https://www.childrenengland.org.uk/children-and-social-work-act-2017>
 - Early Years and Foundation Stage Framework, 2021 (EYFS)
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
 - Preventing and Tackling Bullying (DfE, 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf
 - Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
<https://www.cps.gov.uk/cps/cps-factsheet-female-genital-mutilation>
- b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Preschool Leader and Chairperson, which has responsibility for oversight of Preschool safeguarding and child protection systems. The Designated Safeguarding Lead / Preschool Leader will ensure regular reporting on safeguarding activity and systems in Preschool to the Trustees. The acting trustees **will not** receive details of individual child situations or identifying features of families as part of their oversight responsibility.

- c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the Preschool's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

(Please also see Part 1 and Annex B of KCSIE 2022)

- **Behaviour Management, linked to the use of physical intervention**
- Child on child sexual violence and sexual harassment
- Online Safety and Social Media
- Use of camera's and mobile phones (including all adults (staff/volunteers/parents/visitors on site)
- Substance misuse
- **The Role of the Designated Safeguarding Lead (DSL)**
- Prevent duty (radicalisation and extremism)
- Nappy changing Care
- **Children Missing Education**
- Data Protection (including GDPR) and Information Sharing
- Managing Allegations Against Staff
- **Staff Behaviour Policy/Code of Conduct for Staff (including Acceptable Use of Technology)**
- Health and Safety including Risk Assessments (e.g. Preschool trips, use of technology) and First Aid and Accidents
- Safer Recruitment
- Whistle-Blowing
- Volunteers Policy

- d. All staff and volunteers at St Thomas' Preschool recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.

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

- Information Sharing Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- What to do if you're Worried a Child is being Abused
 - [What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2015
 - <https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- Mental Health & Behaviour in Schools [Mental health and behaviour in schools - Publications - GOV.UK](#)
- Teachers Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>
- Safeguarding Disabled Children – Practice Guidance - DOH, 2009
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

- f. **These documents can be found in at;**

On the Preschool website, in the main hall, on request.

4. Key Responsibilities

All staff including teaching and non-teaching staff, temporary and supply staff and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and

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

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

- The Trustees of St Thomas' Preschool are responsible for ensuring the Preschool follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the Preschool's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in Preschool.
- Our Preschool has a nominated trustee for safeguarding, named on the front of this document. They take the lead role in ensuring that the Preschool has an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The Trustees of St Thomas' Preschool have read and will follow KCSIE responsibility of the trustees to apply for their own certificate. As being a trustee is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.
- The Designated Safeguarding trustee is responsible for liaising with the Preschool leader and Designated Safeguarding Lead regarding child protection issues. **This is a strategic role rather than operational – they will not be involved in concerns about individual children.**
- Whilst the management committee holds overall responsibility for the child protection and safeguarding functions of the Preschool, the day to day operational responsibility rests with the Preschool leader.

a. Responsibilities of the Preschool Leader

The Preschool Leader is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Management Committee trustees, are fully implemented and followed by all staff
- sufficient resources and time are available to enable the Designated Safeguarding Lead (DSL) to carry out their duties and case holding staff are able to take part in strategy discussions/meetings, initial and review child protection conferences, core group and Team around the Child Meetings and other inter-agency meetings which contribute to the assessment of children including writing reports for conferences
- all concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the Preschool's whistle blowing policy.
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the Preschool, including having a Deputy Designated Safeguarding Lead who have the role added to their job description.

b. Designated Safeguarding Lead (DSL)

- The Preschool has appointed the most senior member of staff as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in Preschool. The Preschool has also identified an additional staff member to deputise for when the DSL is not available.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Board in line with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods. This will be achieved by local authority meetings, newsletters, bulletins, supervisions groups. These matters will happen at regular intervals, at least annually, to keep up with any developments relevant to their role.
- During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal Preschool hours) for staff in Preschool to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in *exceptional circumstances* availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone in Preschool (including temporary staff, volunteers and contractors) is aware of this policy and our procedures and that they are followed at all times.
- The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the outside agencies.
- The DSL ensures that the Preschool provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences and Team around the Child Meetings)

d. Staff and volunteers

- Due to their day to day contact with children, staff in this Preschool are well placed to observe possible signs of abuse in children. All staff maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. ***It is not the role nor responsibility of those working with children in the Preschool to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL as a matter of priority or, in his/her absence, to the nominated deputy DSL.
- All staff have a responsibility to provide a safe learning environment in which our children can learn. They will ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning
- Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection.
- All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

e. Children

- Children will:
 - Seek help from a trusted adult if things go wrong
 - Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves safe, including online

f. Parents and Carers

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

5. Recognition and Types of Abuse and Neglect

- All staff in Preschool should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within KCSIE, 2022 and 'What to do if you are worried a child is being abused' (2015).
- All staff are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, missing education and sexting put children in danger.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff are alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, our Preschool can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

6. Children in Specific Circumstances

a. Child on child abuse

- Our Preschool 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 Preschool, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our Preschool recognises that some children may abuse their peers 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 same procedures. We will seek advice and support from other agencies as appropriate.
- Child on child abuse can manifest itself in many ways. This may include 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 Preschool and will take swift action to intervene where this occurs. We use story times and carpet times to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our Preschool understands the different gender issues that can be prevalent when dealing with child on child abuse.

See Appendix 2

b. Safeguarding Children with Special Educational Needs and Disabilities

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

c. Children Missing from Education

- Our Preschool recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child going missing from education is a potential indicator of abuse or neglect.
- Our Preschool has a procedure in place for responding to unauthorised absence and responding to children who go missing from education, although our children are not of statutory school ag., particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. This may include liaising with Children's Social Care and/or the police.

d. Domestic abuse

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

e. Child Sexual Exploitation (CSE)

- All staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued by the Department for Education in February 2017 which is "*Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology*".
- We understand that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our Preschool is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

f. 'Honour-based abuse' (including Female Genital Mutilation and forced marriage)

- **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our Preschool will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.
- A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

g. Online Safety

- St Thomas' Preschool recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of Preschool. The DSL and trustees of the management committee have read Annex C regarding Online Safety within KCSIE, 2021.
- St Thomas' Preschool identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- **St Thomas' Preschool** recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021) has appropriate policies in place that are shared and understood by all members of the Preschool.

h. Radicalisation

- Our Preschool recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.
- All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.
- All staff will complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.
- This could include the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>.

i. Curriculum and Staying Safe

- Our Preschool recognises our essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- **St Thomas' Preschool** will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that children have a range of strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.
- Children will be helped to understand (appropriate to their age and ability) about a range of safeguarding concerns through carpet times, storytimes and individual chats, about stranger danger, road safety, sexual abuse, neglect, online safety.
- Systems have been established to support the empowerment of children to talk to staff so that children at **St Thomas' Preschool** will be listened to, heard and their concerns taken seriously and acted upon as appropriate.

7. Safeguarding and Child Protection Procedures

- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. **St Thomas' Preschool** adheres to the London Safeguarding Children Procedures (Online, March 2022). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website www.islingtonscb.org.uk
- When new staff, volunteers or regular visitors join our Preschool they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.
- Any member of staff, volunteer or visitor to the Preschool who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart '[What to do if you are worried about a child/young person](#)' on page 4.
- The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or Children's Services Contact Team

(CSCT) in Hackney 020 8356 5500 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE, 2022) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.

- Consent is no longer required from the parents or carers, in order to make a safeguarding referral to CSC. In the spirit of collaboration, wherever possible, the Preschool will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE, 2022 for further details.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case in order to reassure themselves the child is safe and their welfare is being considered. If after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the Chair of trustees.
- If after a referral to CSC a child's situation does not appear to be improving, the DSL will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCB procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).
- These procedures apply to all staff working/volunteering in the Preschool and will be covered in training to enable everyone understands their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**
- All staff are aware that children with disabilities, special needs language delay and/or where English is not their first language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.
 - The Pre school Leader will ensure that the policies and procedures adopted by the Trustees of the Preschool (especially those concerning referrals of cases of suspected abuse and/ or neglect) are followed by all the staff and volunteers.

8. Early Help- Bright Start

- 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 health conditions, including a mental health need

- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - Is at risk of female genital mutilation
 - Is persistently absent from the Preschool
 - Has a family member in prison
 - is a privately fostered child.
- All staff are aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
 - If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment or request targeted family support, e.g. Families First or IFIT. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

9. Record Keeping

- Staff will record any welfare concern that they have about a child on the setting's concerns form with a completed body map if injuries have been observed and pass them without delay to the DSL. Records will be completed as soon as possible after the disclosure/incident/event, using the child's words where appropriate, and will be signed and dated by the member of staff concerned.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL or the deputy DSL in the DSL's absence.
- Concerns forms are kept in the Preschool leaders office space.
- Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child in the Preschool.
- Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding and child protection records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2022. These will be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB [Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, September, 2018](#)

10. Confidentiality and Information Sharing

- St Thomas' Preschool recognises that all matters relating to safeguarding and child protection are confidential. The Preschool Leader/ DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff are aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 3

Our Preschool has due regard to the relevant data protection principles, which allow us to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

- Being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as special category personal data.
- Understanding that safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Not providing pupils personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met we will withhold providing the data in compliance with our obligations under the Data Protection Act 2018 and the GDPR
- DfE Guidance on Information Sharing (July, 2018) provides further detail. This is kept in the SAFEGUARDING PORTFOLIO in Preschool leaders office space.

11. Inter-agency Working

- St Thomas' Preschool recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Preschools are not the investigating agency when there are child protection concerns and the Preschool will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

- St Thomas' Preschool recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The Preschool leader / DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

12. Complaints

- The Preschool has a Complaints Procedure which is available to parents, children/students and members of staff who wish to report concerns. This can be found in the foyer of the Preschool on the display board and on the Preschool 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. This can be found in the foyer of the Preschool on the display board and on the Preschool website

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of KCSIE, 2022 which provides an overview of safeguarding duties and responsibilities. Preschool leaders will read the entire document.
- The Preschool leader and all members of staff who work directly with children should also read Annex A as part of KCSIE, 2022 and must sign to confirm that they have read and understood Part One and Annex B. This information is kept in Staff declarations in each person's personnel folder.
- The DSL will ensure that all new staff and volunteers (including temporary staff working with children) are appropriately inducted in the Preschool's internal safeguarding procedures and communication lines. As a minimum, this will include
 - the child protection policy
 - the behaviour policy
 - the staff behaviour policy (sometimes called a code of conduct)
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- All staff members (including temporary staff working with children) will receive appropriate safeguarding and child protection training (organised by the Preschool leader) which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the Preschool policies
 - Refer concerns to the DSL and be able to seek support external to the Preschool if required
- All staff members (including temporary staff working with children) will receive regular safeguarding and child protection updates. St Thomas' Preschool will achieve this by staff meetings or briefings, other training, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- All staff members (including temporary staff working directly with children) will also be made aware of the Preschool's expectations regarding safe and professional practice via the staff behaviour policy (**or code of conduct**) discussed as part of the induction process.
- The Preschool recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy. Staff and Trustees will continuously contribute to the policy through staff meetings, trustees meetings and staff performance reviews.
- 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 council as part of the annual safeguarding report.

14. Safe Working Practice

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

15. Staff Supervision and Support

- St Thomas' Preschool strives to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role. Any member of staff affected by issues arising from concerns for children's welfare or safety is encouraged to seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff will receive induction training. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL's attention, as soon as possible.
- The Preschool will provide appropriate supervision and support for all members of staff to ensure that:
 - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - all staff have regular reviews of their own practice to ensure they improve over time.
 - case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 4.

For Preschools with Early Years and Foundation Stage Provision:

- The Preschool will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) Sept 2021.

16. Safer Recruitment (Srg 2020)

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

17. Allegations Against Members of Staff and Volunteers

St Thomas Preschool recognises that it is possible for staff, supply staff and volunteers to pose a risk of harm to children by behaving in a way that might cause them harm. We will take seriously any allegation received and follow the guidance in Part 4, KCSIE 2022.

Referrals to the Local Authority Designated Officer (LADO)

A referral to the Local Authority Designated Officer (LADO) should be made immediately 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 (eg where they are involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children (one example being domestic abuse.)

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 DSL and Preschool leader to lead investigation
- to discuss any concerns about the welfare of other children in the community of member of staff's family with Chair person and make risk assessment
- DSL may then make a referral to children's social care.
- Where a member of staff has acted in a way outside of school 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:
 - o this should be immediately referred to the preschool leader;
 - o where there are concerns/allegations about the preschool leader, this should be referred to the chair of the management committee; and
 - o in the event of concerns/allegations about the preschool leader, where the preschool leader is also the sole proprietor of an independent school, this should be reported directly to the LADO.
 - o Where there is an allegation against an agency or supply member of staff, the preschool 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 staff, whilst not employed by the preschool, are under the supervision, direction and control of the preschool leader and management committee when working in the preschool. 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 as a result of vetting checks undertaken. St Thomas Preschool 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.

- St Thomas Preschool, as part of our whole school approach to safeguarding, promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the pre school (including supply staff, 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 2022) 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 preschool are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the preschool.
- A low-level concern means that the behaviour towards a child does not meet the harms threshold and a referral to the LADO. 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 school 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 over friendly with children;
- having favourites;
- taking photographs 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; or,
- using inappropriate sexualised, intimidating or offensive language.

St Thomas Preschool believes 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. St Thomas Preschool low-level concerns policy is also set out within the staff code of conduct as per KCSIE 2022.

What to do if you have a low-level concern

- Low-level concerns about a member of staff should be reported to the preschool Leader.
- The preschool encourages staff to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- Where a low-level concern relates to a person employed by a supply agency or a contractor, that concern should be shared with the DSL, and recorded in accordance with the preschool’s low-level concern/staff code of conduct policy (as per paras 423-439 KCSIE 2022), 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, the preschool will either implement disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO.

- Consideration will also be given to whether there are wider cultural issues within the preschool that have enabled the behaviour to occur and where appropriate policies will be reviewed and updated or extra training delivered to minimise the risk of it happening again. The records will be retained at least until the individual leaves the employment of the school, unless there is an ongoing investigation taking place.

- All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- St Thomas Preschool has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our preschool, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.
 - a. For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy which can be found in the main hall. When in doubt – consult.

18. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-Preschool community ethos and welcome comments from children/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into Preschool as outlined within our Volunteers Policy.
- Visitors will be expected to sign in and out of our visitors log. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The Preschool will not accept the behaviour of any individual (parent or professional) who threatens the Preschool 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 Preschool site.

19. Monitoring and Review

- All Preschool staff will have access to a copy of this policy and will have the opportunity to consider and discuss the contents after approval of the trustees being formally sought. The policy will also be available to parents/carers.

- This policy has been written in **April 2023** to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our Preschool development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

22. Local Support

Islington Children's Services Contact Team

Telephone: 020 7527 7400

csctreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101

Email: lad0@islington.gov.uk

Islington Police

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

Islington Safeguarding Children Board (ISCB)

iscb@islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959

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

Islington Family Directory

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

This policy was adopted by St Thomas' Preschool in April 2023 and will be reviewed in April 2024

Appendix 1: Categories of Abuse

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

Signs that MAY INDICATE Sexual Abuse

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)

- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for - inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Missing from home, nursery/Preschool/college, medical appointments including frequent lateness
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging

- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues

(Also See Annex B of Keeping Children Safe in Education 2022)

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

- All members of staff at St Thomas' Preschool recognise that children are capable of abusing their peers. Child on child abuse can take many forms, including (but not limited to) bullying, cyberbullying, prejudice based and discriminatory bullying.
- Causing someone to engage in a sexual activity without consent, such as forcing someone to strip touch themselves sexually or to engage in a sexual act with a third party.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, 'upskirting' and violence and 'sexting'. The Preschool is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

- St Thomas' Preschool believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 6, above and in accordance with ISCB procedures.

- St Thomas' Preschool will take steps to minimise the risk of all forms of child on child abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the Preschool and externally (such as Islington Police, ChildLine etc.).

- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- Further information about the Pre school's response to specific allegations of abuse against pupils can be located in relevant policies including behaviour, anti-bullying, online safety etc.)

- All staff to maintain a culture of 'it could happen here' and that if inappropriate behaviour is addressed early, this can help prevent abusive/violent behaviour

- Victims of abuse will be distressed, which can affect progress in Pre school. If the alleged perpetrator is at the same Pre school, this can be made worse

- Girls are more likely to be victims, boys more likely to be perpetrators

- It could be a group of perpetrators or an individual

- Part 5 Should be read alongside the ISCP's Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment

- Staff should keep in mind that some children have additional barriers to disclosing due to vulnerability, disability, gender, ethnicity and/or sexual orientation

- Staff should reflect back, using the child’s language, when hearing a report
- Staff should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact upon memory, so children may not be able to recall all details or timeline of abuse

What to do if you have concerns

- Staff should not wait for a child to make a disclosure; they should act on concerns immediately.
- Staff may overhear a conversation that suggests a child may have been harmed or behaviour may be an indicator.
- If the report includes an online element, staff may confiscate devices for evidence to hand to the Police.
- Staff can ask children outright if they have been harmed and what the nature of the harm was.

Support

- Pupils who have been experienced child-on-child abuse may not feel ready or know how to tell someone they are being abused and will be supported by:
- Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.

Pupils who are alleged to have abused other pupils will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with our behaviour/discipline policy. This may include official warnings fixed-term and permanent exclusions.

Speaking with police or other local services (such as early help or children’s specialist services) as appropriate – see NCPP advice on when to call the Police, paragraph 26 Local Support.

Next Steps after Initial Report

- The DSLs risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims. The DSL will regularly review the actions taken to respond to reports and
- Regularly review the risk and needs assessment and put active measures in place to safeguard pupils
- Any risk assessment should be informed by any CSC or multi-agency risk assessment

Staff should be aware of the following:

- Be aware of and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those happening outside of school
- Balance the victim’s wishes against their responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to CSE and CCE and take the potential for sexual violence and harassment in intimate personal relationships into consideration

- Ensure recording practice is comprehensive and accurate
- The DSL should know what the early help process is and how and where to access support
- The previous restrictions on the use of Police bail have been removed – the Police will now consider what action to take to manage the assessed risk of harm, this could include the use of Police or court bail.

b. Child Sexual Exploitation (CSE)

- All St Thomas' Preschool staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'
- St Thomas' Preschool identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
- All staff at St Thomas' Preschool recognise that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

c. 'Honour based' abuse.

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

d. Female Genital Mutilation (FGM)

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

- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.
 - Our preschool will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures. Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers.
 - If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex B of KCSIE, 2022 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.
 - 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
 - All members of staff will follow the school and ISCP procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.
- All members of staff will follow the Preschool and ISCP procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

e. Forced Marriage

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

f. Abuse linked to a belief in Spirit Possession or Witchcraft

Abuse linked to a belief in ‘spirit possession’ or ‘witchcraft’ is a global issue that is not confined to particular countries or cultures. These are harmful to children and reported numbers are small although it is believed many go undetected. The nature of the abuse can be particularly disturbing and the impact on the child serious. There are links between ‘spirit possession’ and ‘witchcraft’ and exploitation in that belief in magic or witchcraft may be used to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

The term ‘spirit possession’ means that a force, spirit, god or demon has entered a child and is controlling him or her resulting in a change in health or behaviour. Sometimes the term ‘witch’ or ‘witchcraft’ is used. This is the belief that a child is able to use an evil force or supernatural powers to harm others. Terminology examples are black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah and child sorcerers. Families, carers and the children involved can hold genuine beliefs that evil forces are at work and be deeply worried by the evil that they believe is threatening them. There may also be an element of the adult gaining some gratification through the ritualistic abuse of the child, which may even result in the death of the child.

Vulnerability

In cases of ‘spirit possession’ or ‘witchcraft’ which involve children, the parent/carer views the child as ‘different’ and attributes this to the child being ‘possessed’. This can lead to attempts to exorcise the child. The reasons for being ‘different’ can be varied, and include disobedience, independence, bedwetting, nightmares or illness. In some cases, there will be no obvious difference and the child will have been targeted

because they are perceived to be 'spiritually' different. The attempt to exorcise may involve beating, burning, starvation, cutting/stabbing and/or isolation within the household, all of which obviously constitute abuse.

Things to Look Out

For Indicators of abuse linked to belief in spirit possession, which may also be common features in other kinds of abuse, include:

- A child reporting that they are, or have been, accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

Signs of physical abuse;

- A child becoming noticeably confused, withdrawn, disorientated or isolated;
- Personal care deteriorating;
- Attendance becoming irregular or child being taken out of school altogether;
- A deterioration in a child's performance at school;
- Lack of parental concern or attachment.

What to do if you are concerned

Everyone working with children has a responsibility to recognise and know how to act on evidence, concerns and signs that a child's health, development and safety is being or may be threatened, especially when they suffer or are likely to suffer significant harm.

Standard child safeguarding procedures apply and must always be followed in all cases where abuse or neglect is suspected including those that may be related to particular belief systems

- Contact the DSL immediately or make a referral to Children's Social Care

g. Cybercrime

Advice on preparing for online challenges and hoaxes is available here [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

h. Child abduction and community safety incidents

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

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

Other community safety incidents in the vicinity of a school may raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence St Thomas Preschool will give practical advice on how to keep themselves safe.

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

i. Modern Slavery and the National Referral Mechanism (NRM)

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

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

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

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

6. Relax

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

Appendix 4: Sexual violence and sexual harassment between children in schools and colleges

Child on child Abuse –ISCP Model Policy.

1. Context

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

2. Policy

- a. We believe that all children have a right to attend Preschool and learn in a safe environment. Children should be free from harm by adults in the Preschool and other children.
- b. We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2022)³
- c. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- d. We will minimise the risk of child on child abuse by: -
 - i. **Prevention:**
 - Taking a whole group approach to safeguarding & child protection
 - Providing training to staff

³ KCSiE (DfE 2022)

Sexual Violence and Sexual Harassment between Children in schools and Colleges (DfE 2019)

- Providing a clear set of values and standards, underpinned by the Preschool's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

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

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported (2019)
- If the report includes an online element staff will be mindful of the Searching, screening and confiscation advice for schools
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

iii. Risk Assessment: -

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

iv. DSL considerations and response

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

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

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

v. Ongoing Response:

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.

- The Preschool will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in Preschools.
- The Preschool recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

3. Physical Abuse

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

Appendix 5: National Support Organisations

Support for staff

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

Support for Children

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

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour based Violence

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

Sexual Abuse and CSE

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

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk

- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation

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

Appendix 6: Local Support

Islington Children’s Services Contact Team

Telephone: 0207 527 7400

Islington LADO

Telephone 0207 527 8101/02

Email

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

NPCC- When to call the police

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

Islington Safeguarding Children 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>