ISCA
INTERNATIONAL SCHOOL OF CREATIVE ARTS

International School of Creative Arts

Child Protection Policy

Control Page

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1. Contacts

School contacts

Head of School	Robert Hunter – 07857 149 490 r.hunter@isca.uk.com
Designated Safeguarding Lead (DSL)	Robert Hunter – 07857 149 490 Head of School r.hunter@isca.uk.com
Deputy Designated Safeguarding Lead	Lisa Stewart – 01753 208 820 Director of Studies l.stewart@isca.uk.com
Mental Health Lead	Rosemary Chair - 07857 149 490 r.chair@isca.uk.com
Prevent Lead	Robert Hunter – 07857 149 490 r.hunter@isca.uk.com
Nominated Safeguarding Governor	Robert Green - 07857 149 490 contactgovernance@isca.uk.com
Chair of School Board	Colin Kerrigan - contactgovernance@isca.uk.com

Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cyp.firstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible	01296 382070 Secure-lado@buckinghamshire.gov.uk

for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Prevent (Government Anti-Radicalisation Programme) If you're concerned that someone is at risk of radicalisation, you can contact the Prevent programme:	Dial 101 and ask for the local Prevent team. Report Online: www.actearly.uk
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Thames Valley Police	101 (999 in case of emergency)

Other contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmu@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:
- Anti-bullying
- Attendance
- Student Behaviour

- Children Looked After (in CP policy)
- Equal Opportunities
- SEND
- Health & Safety
- E-Safety
- Mobile Phone
- Staff Code of Conduct
- Whistleblowing
- Recruitment & Retention
- PHSE

2. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is in or outside the family home, including online;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- Taking action to enable all children to have the best outcomes in line with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (Working Together December 2023)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18

3. Introduction

At ISCA we believe that a policy on child protection is founded on the right of all children to be safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

This aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children in ISCA safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014

- Children Act 1989 (amended 2004)

- "Working Together to Safeguard Children" - Working together to safeguard children - GOV.UK (www.gov.uk)

- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Keeping children safe in education 2024 (publishing.service.gov.uk)

- Information Sharing Guidance for Safeguarding Practitioners Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 Children missing education - GOV.UK

- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 Prevent Duty Guidance

- The Equality Act - 2010 Equality Act 2010: guidance - GOV.UK

- What to do if you're worried a child is being abused - March 2015 What to do if you are worried a child is being abused

- Statutory guidance on FGM Multi-agency Statutory Guidance on Female Genital Mutilation

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education.**

All staff are required to read and adhere to the **Staff Code of Conduct**.

Every member of the school community is responsible for contributing to a positive culture of safeguarding

The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected.

To ensure all teaching staff, non-teaching staff, supply staff, governors and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for early support
- promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

To ensure ISCA has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our website, and hard copies are available from the school office.

4. Responsibilities

All staff, supply staff, visitors, volunteers, governors and contracotrs understand that safeguarding children is **everyone's responsibility.** Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Robert Hunter (Designated Safeguarding Lead; DSL) or, in their absence, to Lisa Stewart (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity.

ISCA will apply its safeguarding responsibilities to all children that are on site. This will include, but is not limited to, children visiting from other schools to participate in inter-school activities, children of ISCA, Teikyo staff, and the students at Teikyo School.

ISCA and staff will work with other educational establishments to ensure all children on site are offered the same safeguarding protection as ISCA students

and that information is shared on safeguarding concerns. ISCA will maintain accurate records of reportable concerns.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)](https://bucks-safeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

Staff must understand vulnerability and that barriers exist when recognising abuse and neglect for children. Consider the following groups who may have increased vulnerability:

- Young carers

- Children with SEND

- Children living with domestic abuse

- Children who experiencing poor mental health

- Children whose parents suffer with poor mental health, including substance misuse

- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement

- Look after children and previously look after children

- Children who have a social worker

- Privately fostered children

- Asylum seekers

- So-called Honour Based Violence, including FGM and forced marriage

- Children who frequently go missing or whose attendance is a concern

- Children who are part of the LGBTQ+ group or who are exploring gender identification

- Children who are at risk of discrimination due to faith and belief, race or ethnicity.

- Children who have English as an additional language (EAL)

- Children who are living in temporary accommodation.

The **Governing Body** understands and fulfils its safeguarding responsibilities. It must:

- Ensure that the Head of School and (when not the Head of School) the DSL create and maintain a strong, positive culture of safeguarding within the school.

- Ensure that this policy reflects the unique features of the community we serve and the needs of the students attending our provision. This will be reviewed at least annually and whenever new guidance is issued.

- Regularly monitor and evaluate the effectiveness of this Child Protection Policy.

- Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL. The Head of School has overall responsibility for safeguarding within the school; they can be the DSL or can delegate that work to a member of the SLT. The SLT must report to the Head of School on a regular basis. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.

- Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

- Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.

- Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Head of School where there are any identified gaps in practice or procedures are not followed.

- Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children in the school understand how to keep themselves safe.

- Ensure that school is following the statutory RSE guidance –Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

- Ensure safe and effective recruitment policies and disciplinary procedures are in place.

- Ensure resources are allocated, as a priority, to meet the needs of students requiring child protection or early intervention. The DSL will share information about the welfare, safeguarding and child protection issues with

teachers and other staff so the additional academic support and adjustments can be made.

- Ensure the DSL completes an Annual Safeguarding Report for Governors, and a copy of this report is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

It is the duty of the Chair of School governing body (Colin Kerrigan - contactgovernance@isca.uk.com) to liaise with relevant agencies if any allegations are made against the Head of School. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part four of - Keeping children safe in education (publishing.service.gov.uk) must be followed if there were any such concerns.

The Governing Body has appointed Lisa Stewart (the Deputy Designated Safeguarding Lead) as the teacher designated for Children Looked After and ensures that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The Governing Body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.

- Undertake appropriate safeguarding training, to include Prevent Training.

- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.

- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record and complete an audit of the staff files.

- Ensure that filtering and monitoring systems are in place and take part in the review.

- Take responsibility to ensure that the school is meeting the Independent School Inspectorate (ISI) requirements as set out in the inspection guidance:

Independent Schools Inspectorate (isi.net)

All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.

The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

We have a **Designated Safeguarding Lead** (DSL) who is responsible for:

- Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and ongoing training to support them to recognise and report any concerns.

- Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

- Ensuring referrals to partner agencies are followed up in writing including referrals to First Response.

- Establishing a safe and secure system for recording and recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

- Ensuring all child protection records are held separately from pupils' educational records.

- Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

- Being the designated point of contact for staff to be able to discuss and share their concerns.

- Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.

- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.

- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together

- Providing the Head of School (if the Head of School is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

- Meeting once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.

- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

- Referring immediately to the Police, using the guidance, When to call the police, 2491596 C&YP schools guides.indd (npcc.police.uk), any cases where a criminal offence may have been committed or risk of harm is imminent.

- Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.

- Fulfilling the DSL responsibilities as set out in the KCSIE 2024, Annexe C.

Our Designated Safeguarding Lead is also our Head of School.

One or more **Deputy Designated Safeguarding Leads** (DDSL) may be appointed from time to time, depending one need. Any DDSLs will be trained to the same standard as the Designated Safeguarding Lead and the role will be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the Designated Safeguarding Lead; the lead responsibility will not be delegated.

The **Head of School** is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.

- Ensuring that this policy is published on the school website.

- Recording, reviewing and making decisions on any low-level concerns,

- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.

- Liasing with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.

- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.

- Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 (accessible) - GOV.UK (www.gov.uk)](www.gov.uk) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school's Searching and Screening Policy.

5. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, **"Working Together to Safeguard Children"** [Working together to safeguard children - GOV.UK (www.gov.uk)](#), **"Keeping Children Safe in Education"** [Keeping children safe in education (publishing.service.gov.uk)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)](#).

ISCA is a fully independent, private school for pre-university study in art and design. We have a student population of 80-85 who come from the following countries:

Australia – Belarus – China – Hong Kong - India - Japan – Mexico – Nigeria – Romania – Russia – Seychelles – Spain – Taiwan – Thailand – Turkey – Ukraine – Vietnam

All our students come from outside the UK and a significant number come from Asian countries. All students are boarders and come from relatively affluent socio/economic backgrounds.

From a safeguarding perspective, ISCA pays particular attention to ensure students can communicate effectively in English. Students must achieve a CEFR level B1 in order to be admitted and specialist EFL classes are offered to ensure they reach a suitable level for university entrance before they leave.

We also work to ensure our students are familiar with British customs and values (see our British values statements).

As a boarding school attendance is more easily monitored and less of an issue than at a day school. However, as children living away from home, our students need to be very closely monitored to ensure that are safe when they go off campus at the weekends and in the evenings. Students must state where they are going and what time they plan to be back at school; they may only go out if the school

grants them permission. Requests to stay out overnight at the weekend must also be authorised by the students' UK guardians.

All students are required to have a UK guardian to help deal with emergencies and to facilitate communication with parents who are often live overseas and may not speak good English.

In all cases safeguarding takes precedence when there are any child protection concerns.

Visitors are:

- Clearly identified with visitor/contractor passes.

- Met and directed by school staff/representatives.

- Signed in and out of the premises by school staff.

- Directed to a poster informing them of how to report a concern.

- Given restricted access to only specific areas of the school, as appropriate.

- Escorted by a member of staff/representative as required.

- Given access to students restricted to the purpose of their visit.

All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout, the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.

Staff will read Part 1 (those working directly with children) or Annex A of KCSIE for all staff and Annex B if working directly with children, at least annually, will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

As part of the staff induction process, all staff are made aware of ISCA's systems to support safeguarding. This includes the:

- Child Protection policy (which includes policy and procedures for dealing with child-on-child abuse, low-level concerns and allegations against staff)

- Student Behaviour policy

- Anti-Bullying policy (which include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)

- Staff Code of Conduct (which includes reference to whistleblowing)

- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods (referenced in out Attendance policy)

- E-safety policy (which includes roles and responsibilities in relation to filtering and monitoring) and

- role of the designated safeguarding lead, including the identity of the designated safeguarding lead and any deputies (referenced in our Chid Protection policy)).

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;

- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;

- Staff must make a written report using the school record keeping process;

- All concern forms are located on the staff shared drive at:

  J:\13. WELFARE & DISCIPLINE\Cause for Concern\Templates

- Staff must ensure the time and date of the incident is recorded;

- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;

- Use a body map to record any injuries seen or reported by the child:

- Staff must sign and date the report giving details of their role within school;

- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved

- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and students promptly and identify any safeguarding issues arising. There is a system in place to check class attendance three times a day (morning, afternoon and evening). Students who go off site must state where they are going, their departure time and return time. They may only go out if their request is authorised by the school and, in the case of overnight absence, by their UK guardian also. All unauthorised absences from lessons or from the school campus are followed up immediately in order to account for a student's absence, identify their location and ensure they are safe.

All children attending our school are required to have a minimum of two identified emergency contacts. Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer/UK guardian, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME**

Protocol. Any absence of a student currently subject to a child protection or child in need plan is immediately referred to their social worker.

ISCA has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years old is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's escalation process, via staff meetings and updates from the Head of School, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

We do not have a lettings policy because our lease agreement prohibits us from hiring out the site to third parties for use outside of normal school hours.

The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school

Allegations against members of staff, supply staff, governors, including volunteers and contractors, are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the PHSE curriculum, during Community Briefings and welfare tutorial. The information is also shared on the school noticeboards and on Google Classroom.

6. Record-keeping and Retention of Records

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation.**

Records should include:

- a clear and comprehensive summary of the concern;
- a clear, detailed and robust chronology must be maintained;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place

to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a student reaches the age of 25 years, therefore if the transfer school is unknown, or a student is going to be electively home-educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the student reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

7. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child. It will ensure that the provision has secure and robust safeguarding arrangements in place and meets the needs of the child. A member of staff, from school, will regularly visit the provision and meet with the child to hear their voice and ensure regular attendance.

8. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Head of School or Designated Safeguarding Lead must only disclose personal information about a student to other members of staff on a need to know basis.

Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the student records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns, in line with **'Working Together'**.

Gov guidance link:

> https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

If staff are in any doubt about sharing information, they will speak to the Designated Safeguarding Lead (or deputy) for guidance.

9. Early Help

Early Help is the support system designed to assist children, young people, and families as soon as difficulties arise, preventing issues from escalating into more serious safeguarding concerns. It is a proactive, multi-agency approach aimed at improving outcomes and reducing the need for statutory intervention (such as social services involvement).

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

- is disabled or has certain health conditions and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care plan)

- has a mental health need

- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

- is frequently missing/goes missing from education, home or care,

- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalised or exploited

- has a parent or carer in custody, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing alcohol and other drugs themselves

- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

10. Recognising abuse, neglect and exploitation

In the event of a child disclosing abuse staff must:

- Refer to the following guidance: "**What to do if You're Worried a Child is being Abused**" Stat guidance template (publishing.service.gov.uk)

- Listen to the child, allowing the child to tell you what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.

- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

- Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

- Reassure the child that they did the right thing in telling someone.

- Explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At ISCA children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report. All pupils are scheduled a 1:1 welfare meeting with a tutor or boarding member of staff each term, in addition to their academic tutorials. There are also scheduled times when they can make private appointments to speak to the Welfare Tutor. These times are shared with students on school noticeboards and shared with them during Community Briefings.

Students also have access to:

- an Independent Listener (a person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school)

- Medical and mental health professionals

- A range of child support agencies, such as Childline, the NHPCC, Bernados etc.

This information is made available to students in the Student Handbook, on school noticeboards. It is also discussed with students at induction, during PHSE lessons and during assemblies.

For more details about how ISCA helps students feel safe, refer to Appendix 7, 'Welfare provision at ISCA'.

Following a report of concerns the DSL must:

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When To Call The Police:

  when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

  The rationale for this decision should be recorded by the DSL.

- The school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately and then complete the Multi Agency Referral Form (MARF).

- If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

11. Multi-agency working

ISCA knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, ISCA will co-operate alongside other agencies with the published arrangements.

ISCA will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

ISCA will allow access for and work with children's social care to conduct or consider whether to conduct as section17 or section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

12. Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Head of School or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

13. Safer Recruitment

ISCA follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.
[Safer Employment & the LADO (Allegations) - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)](#)

14. Allegations against staff, supply staff , volunteers and contractors (including Governors)

At ISCA we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

- allegations that may meet the harms threshold

- allegations/concerns that do not meet the harms threshold.

All school staff, supply staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

We understand that a student may make an allegation against a member of staff, supply staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head of School or the most senior teacher if the Head of School is not present. Any allegation made against the Head of School must be reported to the Chair of Governors, without informing the Head of School. The Chair will contact the LADO within 24 hours.

ISCA recognises that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Head of School/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Head of School/Senior Teacher must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.

- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

- Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, volunteers and contractors, which can be found in the BSCP Flowchart for Managing Allegations.

If the allegation is made against a member of staff supplied by an external agency, the agency will be fully kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration (including the provision of alternative accommodation for residential boarding staff) and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire County Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect or exploitation, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential transfer of risk to the workplace and the individual's own work with children.

Should there be a safeguarding concern and/ or allegation made against the Head of School, this should be reported to the Proprietor of ISCA.

Allegations made against staff, supply staff, volunteers and contractors (including Governors) of the school with which ISCA shares its site (Teikyo School) will be reported first to ISCA's Head of School who, in turn, will report the matter to Teikyo School's Head of School and the LADO. ISCA will not rely on Teikyo School to report the case to the LADO.

Should a member of staff be dismissed for improper conduct, the Disclosure and Barring Service will be informed and a referral will be made to the Teaching Regulation Agency.

Allegations that do not meet the KCSiE harm threshold will be managed according to the school's **Low Level Concerns Policy**.

15. Whistleblowing

We have a **Whistleblowing Policy** which can be found on the staff shared drive (J:\9. POLICIES AND PROCEDURES\Approved School Policies). Staff are required to familiarise themselves with this document during their induction period.All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Head of School or Chair of Governors.

Low-level concerns
At ISCA all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to the Head of School. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 10. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

ISCA has a free-standing Low-level Concerns Policy.

16. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Staff Code of Conduct, and follows the government guidance. [Use of reasonable force and restrictive practices in schools - GOV.UK (www.gov.uk).](www.gov.uk)

17. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

18.   Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equal Opportunities Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools'.

19.   Health and Safety

We recognise the importance of safeguarding students throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe arrival and departure of students at the start and end of term. All parents/carers must inform the school via an email to exeat@isca.uk.com the date and time that they authorise their child to leave at the end of term or arrive at the start of term.

Students may only start to arrive at the start of term once boarding staff are back on duty. Similarly, all students must leave before boarding staff go off duty at the end of term.

If students are travelling abroad, their parents/carers must give information about flight or other travel details. Parents/carers are expected to inform us via an email to exeat@isca.uk.com if there is to be a change in the arrangements for their child.

The school uses a single taxi company whose drivers are all DBS checked when arranging taxis to take students to and from the school.

Students who leave the site during the school day do so only with the written permission of their tutor and the Head of School (or in his absence the Head of Art and Design), by completing an 'Academic Permission Slip'. They must also apply for the usual permission to go off site, stating where they will be going, when they will be leaving and when they will be back. They may only leave once they have received both academic and normal authorisation. All students must report back to the office upon their return.

In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, we will then make contact with the student's parents/carers and inform the police.

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At name of school we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

20. Prevent Duty

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

ISCA assesses the risk of children being drawn into terrorism, and identifies who may be at risk of radicalisation. Referral will be made to Channel of those susceptible to (rather than vulnerable to) being drawn into terrorism; referral needs the individual's consent.

All school staff and governors have completed Prevent training.

We have in place and monitor appropriate web filtering systems so that students cannot view potentially extreme material.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk).

21. Online Safety

All staff are aware of the school policy on **E-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make students vulnerable, including sexting (youth-produced sexual imagery),
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including smart phones,
- What steps to take if there are concerns and where to go for help,
- Staff use of social media as set out in the **Staff Code of Conduct**.

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sending nude or semi-nude images under threat or through coercion.

ISCA is aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation. All students are required to read, understand and sign off on an ITC Acceptable Use contract, underpinned by the School E-safety policy.

Students, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by students
- their CONDUCT on-line
- and who they have CONTACT with in the digital world

- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams

ISCA helps pupils build resilience against radicalisation by promoting critical thinking, inclusivity, and emotional well-being. Teaching media literacy enables students to assess information critically and recognise misinformation. A strong sense of identity and belonging is fostered through cultural awareness and open dialogue. PSHE lessons provide safe spaces to discuss extremism and democracy, while emotional support structures are in place at different levels throughout the school help pupils manage stress positively. ISCA also engages with parents and guardians to strengthen the support networks.

In order ensure compliance with the KCSiE requirement to offer more effective monitoring and filtering systems to protect students online, ISCA works with Smoothwall, a leading provider of digital safeguarding solutions for educational institutions in the UK.

Filtering

Smoothwall provides a real-time, content-aware web filtering solution that assesses and permits web pages at the moment of request, ensuring inappropriate or harmful content is blocked as soon as it appears. This approach minimizes overblocking, allowing students to access valuable educational resources while staying protected. The filter offers intelligent bandwidth management, enabling media and file sharing in class with minimal impact on existing services. It is compatible with Chrome OS, Windows, macOS, and iOS devices, ensuring consistent protection across various platforms. Additionally, it provides detailed reporting features, allowing educators to monitor user activity and generate tailored reports for pastoral care and administrative purposes. ISCA's IT service provider (TSI) is responsible for maintaining and managing the filtering system in collaboration with the DSL.

Monitoring

Smoothwall's digital monitoring solution combines innovative technology with in-house, expertly trained human moderators to identify potential risks in real-time. If a student types or accesses content suggesting they may be at risk, Smoothwall Monitor evaluates the activity and, if necessary, alerts the school's DSL promptly, sometimes within minutes for the most serious concerns. This proactive approach ensures that potential issues are addressed swiftly, enhancing student safety. The DSL is also able to access Smoothwalls' monitoring portal in order to generate regular reports on patterns of online behaviour that might pose a risk of harm to students and/or staff.

The school is mindful that students may bring devices into the school with harmful content already downloaded or download harmful content via 3G, 4G and 5G that will bypass the school's filtering and monitoring system. In their ITC Acceptable Use contract students must explicitly state that they will not use their personal devices to view, store, download or share any inappropriate, harmful or illegal content and in their PHSE lessons they are taught to better understand the nature and the consequences of such harmful material. The school will follow the DfE's Searching, Screening and Confiscation Guidance if it believes it has reasonable grounds to suspect a student's phone contains content that could cause harm, such as bullying, pornography, or extremist material.

ISCA will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

ISCA have a separate **Mobile Phone Policy** which sets out the acceptable use of mobile technologies by students whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct.**

All staff receive awareness training in order to understand the risks children are exposed to, on induction and at least once per academic year.

All staff have an understanding of expectations roles and responsibilities with regards to the online filtering and monitoring processes.

22.   Sending nude or semi-nude images

Sending nude images or semi-nude images is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes](#)

Staff, students and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of students themselves if they are under the age of 18.

Any disclosures/incidents will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)](#) produced by the UK Council for Internet Safety. The DSL will inform parents in a timely manner.

23.   Child on Child Abuse, including sexual violence, sexual harassment and the risks of gender imbalance

ISCA believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child-on-child abuse.

All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up' because this could lead to a culture of unacceptable behaviours and unsafe environments. Instead, staff have a professional curiosity and recognise that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported; children may not feel ready or know how to tell of abuse.

All staff recognise that child-on-child issues may include, but may not be limited to:

- Bullying (including cyber bullying
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Staff recognise the gendered nature of child-on-child abuse, but understand that all abuse of this kind is unacceptable.

The school also recognises that its 4:1 gender imbalance of girls to boys presents specific safeguarding risks. These include potential social isolation for boys, leading to difficulties in forming peer relationships. Gender-based bullying, harassment, or exclusion may arise. Power imbalances could increase risks of coercion or unhealthy relationships. Staff may unconsciously overlook boys' wellbeing due to their minority status. Additionally, a female-majority environment might lead to safeguarding concerns such as peer-on-peer abuse, jealousy, or conflicts. Ensuring appropriate supervision, staff training, and proactive pastoral care is essential to mitigate risks and promote a safe, inclusive environment for all.

Incidents of child-on-child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
- Whether the perpetrator has previously tried to harm or intimidate students
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child-on-child abuse taking place, school must:

- deliver PSHE to include teaching students how to keep safe and developing their understanding what acceptable, healthy behaviour looks like, with particular reference to how to conduct relationships
- ensure that students know that all members of staff will listen to them if they have concerns and will act upon them

- offer strong pastoral care, ensuring both genders feel supported
- have systems in place for any student to be able to voice concerns
- provide staff with training on gender dynamics and unconscious bias.
- offer structured social activities should promote inclusion and prevent isolation
- ensure staff monitor group dynamics, fostering a culture of respect and equality
- develop robust risk assessments if appropriate
- enforce clear policies on bullying, harassment, and relationships and refer to them when dealing with incidents, such as the **Behaviour Policy**, the **Anti-Bullying Policy,** and/or the **RSE and PHSE Policy**

As a boarding school, all students are provided with their own private bedrooms/study rooms with en suite bathroom and toilet in order to further mitigate the risk of child-on-child abuse. The sexes are housed on their own floors with separate, coded access. Where it is unavoidable to house members of the same sex on the same floor, an appropriate barrier will be installed to separate the boys' rooms from the girls' rooms.

Sexual relationships between students is not allowed and this is made clear in the School Rules, outlined in the Student Handbook and on the Student Behaviour policy.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Head of School, DSL or most senior member of staff.

Reference will be made to government guidance and part 5 of the **Keeping Children Safe in Education** in particular**,** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensures that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both   physically and verbally) and can take place inside or outside of school. As set out in Part   five of the KCSIE, all staff maintain an attitude of 'it could happen here' and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victims and perpetrators as required.

24. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

25. So-called 'Honour' Based Abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. Mandatory reporting of female genital mutilation: procedural information - GOV.UK

Our school is aware of the need to respond to concerns relating to forced marriage and understand that any form of marriage under 18 is illegal in the UK. It is a form of children abuse and a breach of children's rights. We recognise some students, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. ISCA staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fco.gov.uk

We are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC

We recognise both male and female students may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

26. Contextual Safeguarding and extra-familial harms

Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

At ISCA, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: https://contextualsafeguarding.org.uk/

27. Serious Violence

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At ISCA we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)](publishing.service.gov.uk)

28. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' in KCSIE, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

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

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

ISCA will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

30. Mental Health

At ISCA, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health ISCA will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools (publishing.service.gov.uk)](publishing.service.gov.uk)

31. Children with SEND

ISCA recognises that additional barriers can exist when recognising abuse and neglect and exploitation for those children with SEND. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;

- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;

- communication barriers and difficulties in managing or reporting these challenges;

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

32. Looked After Children

Lisa Stewart (the Director of Studies and Deputy Designated Safeguarding Lead) is the Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

33. Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children.

NICCO

34. Homelessness

ISCA recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

35. Modern Slavery and the National referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

36.   Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied. Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both. If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

37.   Monitoring and Review

This policy is reviewed at least annually by the DSL and the Head of School, overseen by the Chair of the Governing Body and approved by the Governing Body. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Appendix 1
Signs and Indicators of Abuse

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

CATEGORIES OF ABUSE

Child abuse is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or childre

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.

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 from 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.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

    a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
    b) protect a child from physical and emotional harm or danger
    c) ensure adequate supervision (including the use of inadequate caregivers)
    d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

EXPLOITATION

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

<div align="right">Taken from – "Keeping Children Safe in Education".</div>

[Home Office – Serious Violence Strategy, April 2018 (publishing.service.gov.uk)](#)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form

of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Taken from **"Keeping Children Safe in Education"**

Extremism, Radicalisation and Terrorism

Extremism the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

Harmful sexual behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

ISCA
INTERNATIONAL SCHOOL OF CREATIVE ARTS

PROCEDURE FOR REPORTING A CAUSE FOR CONCERN

Key Principle: All concerns—whether safeguarding, allegations, or low-level concerns—must be reported and addressed to maintain a safe environment.

1. RECOGNISING CONCERNS

A. Safeguarding Concern About a Child

A concern may arise through:

- **Disclosure:** A child reports abuse, neglect, or harm.
- **Observation:** Staff notice physical, emotional, or behavioural signs of concern.
- **Third-Party Information**: Concerns shared by peers, parents, or external sources.

Concerns include:

- **Abuse or neglect:** Physical, emotional, sexual abuse, or neglect.
- **Other risks:** Self-harm, exploitation, radicalisation, peer-on-peer abuse, etc.

B. Concern or Allegation About a Member of Staff, Supply Staff, Volunteer, or Contractor

1. **Meets the Harm Threshold:**
   - The individual has:
     - Harmed or may harm a child.
     - Committed a criminal offence against a child.
     - Behaved in a way that indicates unsuitability to work with children.

2. **Low-Level Concern (Does Not Meet Harm Threshold):**
   - Behaviours inconsistent with the Code of Conduct but **do not** meet the harm threshold, e.g.:
     - Communicating with a child through personal social media
     - Having favourites
     - Taking photographs of children on their mobile phones
     - Engaging with a child on a one-to-one basis behind a closed door
     - Humiliating children

2. IMMEDIATE RESPONSE

A. Safeguarding Concern About a Child

1. **If a child is in immediate danger:**
   - Call 999 immediately.
   - Inform the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL).

2. **If a child is NOT in immediate danger:**
   - Report the concern to the DSL or DDSL as soon as possible.
   - Complete a safeguarding concern form (located on school shared drive at J:\13. SAFEGUARDING & WELFARE\Cause for Concern\1. Report templates)

- o DSL will assess the situation and determine next steps:
  - ▪ <u>Early help</u>: Referral to early help services.
  - ▪ <u>Child in Need or Child Protection</u>: Referral to Children's Social Care.
  - ▪ <u>Monitoring</u>: If no immediate action is required, the concern will be logged and monitored.

B. Concern or Allegation About a Member of Staff, Supply Staff, Volunteer, or Contractor

1. **Meets the Harm Threshold:**
   - <u>Immediate Action Required</u>:
     - o Report immediately to the <mark>Head of School</mark> (*or Proprietor/Chair of Governors if the allegation involves the Head of School).*
     - o The Head of School (Proprietor/Chair of Governors) will report to the <mark>Local Authority Designated Office</mark>r (LADO) within one working day.
     - o The Head of School (Proprietor/Chair of Governors) must ensure the individual is removed from contact with children (suspension may be necessary).

2. **Low-Level Concern (does NOT meet Harm Threshold):**
   - Report all low-level concerns to the <mark>Head of School</mark> as soon as possible.
   - Concerns will be <u>logged confidentially</u> and monitored for patterns of behaviour.
   - LADO may be consulted for advice.

Confidentiality: Concerns and allegations must only be discussed with those who need to know and NEVER with the individual(s) of concern.

3. REPORTING TO THE DSL OR HEAD OF SCHOOL

A. Safeguarding Concern About a Child

- Report all concerns, no matter how small, to the <mark>DSL</mark> or DDSL as soon as possible.
- Complete a safeguarding concern form (located on school shared drive at J:\13. SAFEGUARDING & WELFARE\Cause for Concern\1. Report templates)

B. Concern or Allegation About a Member of Staff, Supply Staff, Volunteer, or Contractor

1. Meets the Harm Threshold:

- Staff must report immediately to the <mark>Head of School</mark> (or DSL if unavailable).
- If the allegation involves the Headteacher, report directly to the <mark>Proprietor/Chair of Governors</mark>.
- The LADO must be informed within one working day.

2. Low-Level Concern:

- Report the concern to the <mark>Head of School</mark> (or DSL if unavailable).
- The school maintains a written record of all low-level concerns.
- If patterns emerge, further action may be required, including referral to the LADO.

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Appendix 3
Distinguish fact from opinion when writing reports

Consider each of the statements below. For each one decide whether it is a *fact* or an *opinion*.

1. Being unemployed is depressing Mrs. Bloggs.

This is an opinion. A possible rewrite could be:

Mrs. Bloggs appears depressed. She is….(list her symptoms e.g. tearful, tired, listless, relationship with the children). This change in Mrs Bloggs has been noticeable since she lost her job and I think unemployment may be the main reason that she feels the way she does.

2. Alan said his mother smacked him.

This, as written, is a factual statement. However, it is important to know **who** Alan said this to. If he reported to a member of staff that his mother smacked him, one would expect a more detailed explanation to follow this statement, including what Alan said in his own words and what action the staff member has taken since.

3. On the last contact visit the living room was not safe for the children.

This is an opinion. It could be rewritten in the following way:

When I visited the family to talk about the children's attendance I did not think that it was safe to leave them in the living room. There were dirty syringes and other sharp objects within their reach. I therefore phoned their social worker.

4. The clothing in which Mr. Smith had dressed the baby was not appropriate.

This is an opinion. It could be rewritten in the following way:

I did not think that the clothing Mr. Smith had dressed the baby in was appropriate because it was a cold November morning and the baby was dressed in only a tee – shirt and shorts to be taken out in her pram with only a thin blanket to cover her.

5. Foster Care is not appropriate for Ian.

Again, this is an opinion. A possible rewrite could be:

I do not think that foster care is appropriate for Ian. This is his sixth placement in five weeks and all his previous placements with foster carers have broken down. Ian has told me that he feels that he is being disloyal to his mother by living in a family and he would like to be placed in a residential home. Although I have talked at length with him about this he remains consistent in his view and his behaviour appears to be directed at ending the placement.

6. Jenny is a very contented child.

This statement is written as if it is a fact. However, it is clearly an opinion. What is meant by the phrase *very contented*? Would we all understand it in the same way and would we all agree on the difference between a contented and very contented child?

It would be more helpful to give description of Jenny's behaviour and appearance.

Safeguarding Statement

Child Protection at ISCA is the responsibility of everyone and can be broken down into 5, common-sense tenets:

1. Be observant and notice things
2. Treat students as individuals
3. Be approachable
4. Listen to them and take what they say seriously
5. Know when and where to get help if it is needed

Child Protection is underpinned by legislation and guidance including, but not limited to:

- Working Together to Safeguard Children 2018 - July 2018
- Information Sharing Guidance for Safeguarding Practitioners
- Children Missing Education; Statutory Guidance for Local Authority
- Statutory Guidance in section 29 of the Counter-Terrorism and Security Act - 2015
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges
- The Equality Act - 2010
- The United Nations Convention on the Rights of the Child (UNCRC)
- What to do if you're worried a child is being abused - March 2015

To ensure compliance with our Child Protection policy we:

- Require all staff to read and adhere to the Staff Code of Conduct, Behaviour Policy, Attendance Policy and Keeping Children Safe in Education (Part 1)
- Practise safe recruitment, following safer recruitment legislation and best practice; checking rigorously the suitability of staff and volunteers to work with students
- Raise awareness of child protection issues with staff and keep them updated with changes to policy, such as the Prevent Duty and the Duty to report FGM to the Police
- Ensure staff are aware and recognise signs of child sexual exploitation
- Equip students with the skills needed to keep themselves safe
- Ensure staff have access to this policy at all times
- Maintain procedures for identifying issues of concern and reporting cases or suspected cases of abuse, including child sexual exploitation and FGM
- Aim to create a safe environment in which students feel confident to talk about issues without being judged, but also ensure that they understand that confidentiality cannot be guaranteed
- Appoint a designated senior person for child protection who has received appropriate training and support for this role
- Appoint a nominated member of the education board for child protection
- Inform every member of staff (including temporary, supply staff and volunteers) and members of the governing body of the name of the DSL and their role
- Provide the necessary training so that all staff and volunteers understand their responsibility in safeguarding students
- Develop effective links with child protection agencies and co-operate as required with their enquiries and meetings regarding child protection matters
- Keep confidential written records of concerns about our students
- Ensure allegations against a member of staff are reported to designated staff and BSCB LADO procedures followed.

ISCA Safeguarding Code of Conduct
employees – volunteers - visitors

Advice for employees, volunteers and visitors (including contracted staff)
ISCA is determined that everyone who visits, volunteers or works here is aware of their responsibility to make sure that all children are safe. Please remember: if you are worried about the safety of any children you must report this concern to your manager or person responsible for safeguarding.

Getting to know children in a school or children's setting
Depending on the role you are carrying out, you may get to know children whilst visiting or temporarily working with us. Children often perceive adults, and especially familiar ones, as being trustworthy. To protect yourself and children you should remember the following:

- You should never be alone in a room with a child, but if, unexpectedly, that does happen, make sure that the door is open.
- If you find that a child deliberately seeks to talk to you on a regular basis and appears to be trying to form an inappropriate relationship or relationship outside of your role, you should let your immediate supervisor know.
- Never touch a child – unless there is immediate danger.
- Never exchange phone numbers or agree to contact a child whom you have met through your work here.
- Keep a record of the times and dates of any unplanned contact with children and let the person responsible for Child Protection have a copy. Unplanned does not include seeing a child at a public place such as a shop / street, but would include social events such as parties.

Knowing if a child is being harmed
If you are visiting or working here for business reasons you are very unlikely to be engaged in any conversations with children. If however the purpose of your visit is to work with children you may find that conversations with them result in concerns about their safety.

Children will sometimes tell an adult if they are being harmed. They might tell you, for example, that their Mum had hit them, or that they are very frightened of their Granddad when he is drunk. They could tell you that they are being bullied, or even that an adult here is treating them badly. It is also possible that you might notice something that made you think a child might be being harmed here.

If you think that a child may be being harmed, you must not keep it a secret, even if the child asks you to do so. You have a duty to pass the information on to protect the child in the future. You will not get into trouble if you do pass the information on.

Action if you are worried a child is being harmed
If you are worried a child may be being harmed you must:

- Listen to the child. Allow them to tell you what has happen in their own way, and at their own pace. Do not interrupt a child who is freely recalling significant

events.
- Remain calm. Be reassuring and supportive but try not to respond emotionally.
- Do not ask leading questions; only ask questions if you are seeking clarification about something they have said. Use TED; Tell, Explain, Describe.
- When you are able to, make an accurate record of what you have been told, taking care to note any times, dates or locations mentioned. Use the child's own words where possible. Do not substitute anatomically correct names for body part names used by the child.
- Reassure the child that they did the right thing in telling someone and you are glad they told you. Reassure the child that they have not done anything wrong.
- Do not promise to keep their disclosure a secret, but reassure the child that you will only share the information with the right people who will be able to help them. Explain what you will do next.
- At your earliest opportunity, speak to your Safeguarding Lead regarding the disclosure.

Designated Safeguarding Lead (DSL)	Robert Hunter – 07857 149 490 r.hunter@isca.uk.com
Deputy Designated Safeguarding Lead	Lisa Stewart – 01753 208 820 l.stewart@isca.uk.com

If the Safeguarding Lead and any deputy is not available, ring First Response for advice on **0845 4600 001**.

If there is immediate risk of harm to a child DO NOT DELAY. Ring 999

PLEASE KEEP A COPY OF THIS CODE WITH YOU AT ALL TIMES WHEN VISITING. PLEASE READ THE CODE BEFORE VISITING.