Child Protection and Safeguarding Policy

	Name		Date
Prepared by:	Zoe Ansell, Sarah Roberts & Dominic Smart		September 2021
Approved by:	Full Governing Body		
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Designated Safeguarding Lead: Zoe Ansell

Date: September 2021

Deputy Designated Safeguarding Lead(s):

Suzanne Ashworth, Dominic Smart, Jo Auvache, Sadie Moorhouse, Sandie Perkinton Fiona Neville and Zinat Ismail

Date: September 2021

Head teacher:

Dominic Smart

Date: September 2021

Nominated Governor:

Sarah Roberts

Date: September 2021

Policy Statement and Principals:

Our safeguarding policy cannot be separated from the general ethos of the school, which aims to ensure that pupils/students may learn in a safe environment. Pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Governors and staff have due regard to the statutory guidance regarding safeguarding children Governors recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm resulting in a whole-school approach to safeguarding.. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working together to safeguard children.' School systems are designed to fulfil these requirements.

Safeguarding and promoting the welfare of children is everyone's responsibility. The governors and staff of De Bohun School fully recognise the contribution they make to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to maintain a culture of vigilance, all professionals should make sure the approach is child centred. This means that they should consider, at all times, what is in the best interest of the child.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is available on the school website, displayed on staff boards and is included on the school's shared computer system drive.

The aims of this policy are:

- To provide a safe learning environment for children attending this school
- To ensure that the school is a safe place for children to learn.
- To support the child's development in ways that will foster security, confidence and independence.
- To ensure all members of staff understand the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse without delay.
- To ensure the school's Essential Information and Expectations Booklet/Code of Conduct is read and a declaration signed by all staff members.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To ensure all members of staff understand the need for clear communication, and implementation of policy, in relation to matters of child protection/safeguarding children
- To maintain a structured procedure which is followed by all members of the school community where abuse or risk of harm is suspected.
- To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services.
- To work with families to promote the safety of children who attend this school.
- To ensure that all adults within our school community who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including visitors.

Abuse will never be tolerated, *'as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils'* (Keeping Children Safe in Education 2021 KCSIE)

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. Abuse will never be tolerated, 'as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils' (KCSIE 2021)

We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB has adopted and follow the London Child Protection Procedures (LCPP) September 2021

Policy Principles

- The welfare of the child is paramount
- All children, regardless of age, sex, ability, culture, race, language, religion, gender identity or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

Parent/carer refers to birth parent/carers and other adults who are in a parent/caring role, for example step-parent/carers, fostercarers and adoptive parent/carers.

Safeguarding legislation and guidance:

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Enfield Safeguarding Children Board (ESCB)
- www.new.enfield.gov.uk/safeguardingenfield/safeguarding-childrens-partnership/
- London Child Protection Procedures
- www.londoncp.co.uk
- Section 175 of the Education Act 2002 (maintained schools only)
- www.legislation.gov.uk/ukpga/2002/32/section/175/enacted
- Sexual Offences Act 2003
- www.legislation.gov.uk/ukpga/2003/42/contents
- The Safeguarding Vulnerable Groups Act 2006
- legislation.gov.uk/ukpga/2006/47/contents
- The Teacher Standards 2012
- www.gov.uk/government/publications/teachers-standards
- Working Together to Safeguard Children December 2020
- www.gov.uk/government/publications/working-together-to-safeguard-children
- Keeping Children Safe in Education September 2021
- www.gov.uk/government/publications/keeping-children-safe-in-education
- What to do if you're worried a child is being abused 2015
- www.gov.uk/goverment/publications/what-to-do-if-youre-worried-a-child-is-being-abused
- Serious Crime Act 2015
- www.gov.uk/government/collections/serious-crime-bill
- Female Genital Mutilation Act 2003
- legislation.gov.uk/ukpga/2003/31/contents
- Anti-Social Behaviour, Crime and Policing Act 2014.
- legislation.gov.uk/ukpga/2014/12/contents/enacted
- Counter-Terrorism and Security Act (HMG, 2015)
- legislation.gov.uk/ukpga/2015/6/contents

Roles and responsibilities

Designated staff undertaking regular training:	Zoe Ansell Dominic Smart Jo Auvache Sadie Moorhouse Suzanne Ashworth Sandie Perkinton Fiona Neville
Designated staff Undertaking regular training **- in Children's Centre**	Zinat Ismail
Referral to Local Designated Officer (LADO) as appropriate:	Andreas Kyriacou Department: Schools & Children's Services Tel: 0208 379 2850
Prevent Education Officer (PEO)	Evelina Gibson prevent@enfield.gov.uk Prevent and terrorism helpline- 0800 789 321
FGM	101 (police) 0800 028 3550 (NSPCC)
Enfield Children's Services	020 8379 5555 www.enfield.gov.uk/childrensportal
Barnet Children's Services	020 8359 4066
Haringey Children's Services	020 8489 4470
NSPCC	0808 800 5000
Child Line	0800 1111

Key Personnel

1 **The designated safeguarding lead (DSL) for child protection is** Zoe Ansell (DHT)

Contact details: email: z.ansell@debohun.enfield.sch.uk 02084417728

2. **The deputy designated lead(s) are:** Suzanne Ashworth (SENCO):Dominic Smart (HT) Jo Auvache (AHT) Sadie Moorhouse (AHT) Sandie Perkinton (Acting AHT)
Zinat Ismail (Children's Centre Manager) Fiona Neville (Wellbeing Lead)

Contact details: email: office@debohun.enfield.sch.uk

3. The nominated child protection governor is: Sarah Roberts

Contact details: email: office@debohun.enfield.sch.uk

4. **The Head teacher is:** Dominic Smart

Contact details: email: Head teacher@debohun.enfield.sch.uk 02084417728

The Designated Safeguarding Lead's (DSL) Role:

- Coordinates child protection arrangements.
- Has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- Is appropriately trained, with regular updates
- Updates the content of staff training regularly
- Acts as a source of support and expertise to the school community
- Ensures all staff read part 1 of KCSIE and will sign a declaration to say they have read the guidance at the beginning of the academic year.
- Has a working knowledge of ESCB procedures
- Makes staff aware of ESCB training courses and keeps a log of the annual signing of the policy by all members of staff.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- To ensure the good practice of keeping concerns and referrals separate is managed through My Concern which is a safe and secure online database for recording and manging all safeguarding concerns
- Refers cases of suspected abuse to children's social care or police as appropriate
- Ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- Attends and/or contributes to child protection conferences
- Coordinates the school's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies including the LSCB
- Ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Head teacher (where the role is not carried out by the Head teacher) as appropriate
- DSL and Chair of Governors meet annually to complete the National Society for the Protection of cruelty to Children (NSPCC) and Haringey Education Partnership (HEP) safeguarding audit. The audit is shared with the Head teacher.
- Makes the child protection policy available publicly, on the school's website or by other means.
- The DSL and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children

The Deputy Designated Safeguarding Lead(s) Role:

Are trained to the same level as the DSL and, in the absence of the DSL or at their delegation, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Good practice guidelines and staff code of conduct:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding the school's child protection policy, staff handbook and code of conduct and guidance documents on wider safeguarding issues
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Staff understanding and following the procedures included in the policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- Staff should not disclose information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- Staff member should report a concern/allegation directly to the LADO or deputy LADO if they believe there's a conflict of interest in reporting to the Head teacher. Safeguarding poster information with the relevant contact information are displayed in every room within the school

Pupil collection from school

The school procedures covering the collection of pupils at the end of school are to ensure children are safe and in the care of the parent or an authorised adult by 3.30pm. The school must have the full contact details of parents/carers and other adults [such as grandparents] authorised by the parent/carer to collect their child. It is the parent/carer's responsibility to ensure contact details are up to date and that they have sufficient authorised adults for a range of emergencies. Please refer to the school's "Drop-off and Collection Procedures" policy for details on the protocols in place for the collection of children.

The responsibility is on parents/carers to complete these arrangements every day, including the responsibility to make their own arrangements with their named authorised adult to collect their child/children if they are going to be late for any reason.

In the event of an emergency the school expects the parent/carer to make appropriate arrangements so the child/children are collected by 3.30pm by an authorised adult. It should be a rare occasion when there is a need to call the school to inform them that a child/children will be collected late.

Collection during the school day including medical appointments, parent/carers/carer to inform the school office and sign out.

Staff to ensure children are released to a known adult at the end of the school day and if unsure to check with the school office who will contact parent/carers.

Parent/carers who wish children to go home alone will contact the office and sign a declaration.

A member of staff will accompany a supply/cover teacher when dismissing children in EYFS/KS1.

Supply/cover teacher to ask KS2 pupils to identify known adults before dismissal.

Abuse of position of trust

All school staff are aware through regular training that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have a health condition
- Special educational need
- Young carers
- Affected by parent/cerebral substance misuse, domestic violence or parent/cerebral mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, sexuality, sex or gender identity
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism.
- Children who have returned from care.
- Children frequently missing from school.
- Children whose parent/carer/carer has expressed an intention to educate them at home.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Child Missing from Education

All children are entitled to a full time education. The school has appropriate safeguarding procedures and responses for children who go missing from education and whose parent/carer/carer has expressed an intention to educate them at home

The school community will therefore:

- Inform the local authority of any pupil who is going to be deleted from the admissions register according to guidelines set out in 'Keeping children safe in education' (September 2021)
- Inform the local authority when a pupil will be deleted from the register. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

- Inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)
- All relevant agencies will be informed such as Educational Welfare Service (EWS) and the Local Educational Authority (LEA) in accordance to the admission and attendance policies and the document KCSIE 2021.
- Contact social services within 48 hours if a child is subject to a Child Protection plan is absent from school.

Allegations against staff and volunteers

We understand that a pupil may make an allegation against a member of staff and volunteers.

If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Head teacher.

The Head teacher on all such occasions will discuss the content of the allegation with the LADO. Safeguarding poster information with the relevant contact information are displayed in every room within the school.

The school will follow the LCPP for managing allegations against staff: https://www.londoncp.co.uk/

Allegations against Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the

LADO to determine a suitable outcome as outlined in the relevant chapter of the LCPP.

The DSL and the Head teacher should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations against staff and volunteer (ASV) meeting which is arranged by the LADO, if the allegation meets the threshold. This will address issues such as information sharing, to ensure that any previous concerns or allegations know to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher. Complaints about the Head teacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to children's social care or the police, ensuring they have updated the relevant senior manager or Governor at the earliest opportunity, if they believe direct reporting without delay is necessary to secure action.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. Staff training should be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning and with regard to the Teachers' Standards.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff handbook, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Head teacher and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, and website access and staff meetings throughout the year.

Safer recruitment

Our school complies with the requirements of KCSIE (2021) and the ESCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found on the school's shared computer drive and on the school website.

At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken and this record is checked regularly by the Head teacher and termly by the lead safeguarding governor.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Site security

All visitors to the school are asked to sign in and are given a badge, which confirms they have permission to be on site. Parent/carers who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's code of conduct and to be aware of the school designated teachers which are displayed outside the office. The Head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. The DSL and deputy DSL's are available to manage any child protection issues if and when they occur after school and their contact numbers are shared with outside providers. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place in line with our Educational Visits Policy.

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. We also understand the importance and the opportunity of our Relationship and Sex Education (RSE) curriculum to recognise abuse thorough engagement of children on certain issues raised.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Contractors who have not undergone checks will not be allowed to work unsupervised during the school's day.

Staff/pupil online relationships

Guidance regarding staff/pupil online relationships can be found in the staff handbook and staff code of conduct documents. The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Child protection procedures Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Categories of Abuse

KCSIE (2021) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Peer on Peer Abuse (see Appendix 4)

Staff have regular training so they are able to recognise that children are capable of abusing their peers and follow procedures to minimise the risk of peer on peer abuse. Staff consider what the abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individuals involved and what preventative strategies may be put in place to reduce further risk of harm. Staff follow the anti-bullying guidance when a child discloses they have been bullied. Support is given to the young person who has been harmed and the young person who displayed harmful behaviour as well as any other children affected. This support depends on the individual young person. The school must create a supportive environment to minimise the risk of peer on peer abuse.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed from the staff handbook and the school's behaviour and anti- bullying polices. Our RSE curriculum includes themes that will support the identification of such abuse, by ensuring children are aware of key messages.

Taking action

Any child, in any family in any school could become a victim of abuse. Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary call 999
- Report your concern as soon as possible to the DSL, definitely by the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed.
- If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the Logging a Concern Record to record these early concerns using the My Concern reporting system without delay. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL. Staff need to be aware that data protection law is not a barrier to sharing information when failing to do so could result in a child being at risk.

No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

Notifying parent/carers/carers

The school will normally seek to discuss any concerns about a pupil with their parent/carers/carers

This must be handled sensitively and the DSL will make contact with the parent/carer/carer in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parent/carers/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parent/carers/carers are contacted.

Confidentiality and sharing information

Office staff will ensure all pupil and parent/carer/carer's records are up to date through termly data collection. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, KCSIE 2021 emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the General Data Protection Regulation (GDPR 2018). Information sharing is guided by the following principles. The information is:

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All written information will be stored in a locked facility and any information on the My Concern reporting system will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parent/carers, to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of GDPR (2018), which means that children and parent/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent/carer to see child protection records, they will refer the request to the Head teacher.

The GDPR (2018) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parent/carers and pupils on request. Requests may be made via the school office.

When a child changes school contact is made with the DSL and relevant records are sent securely.

To keep records which contain information about allegations of sexual abuse following advice from the inquiry into Child Sexual Abuse (IICSA). These records many be retained after the child has left the school.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC without delay if:

- The situation is an emergency and the designated safeguarding lead, their deputies, the Head teacher and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

1. Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
2. Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
3. Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
4. Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parent/carers/carers about online safety via our website, communications sent directly to them and during parent/carers' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parent/carers/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parent/carers/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti- bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

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

Both CSE and CCE are forms of child sexual abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. This relationship will involve an imbalance of power. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the RSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

Staff are aware of the emphasis on technology and the need for online safety covering exploitation, on line grooming and sharing of nudes and semi nudes. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. Records and analysis of sexual harassment or sexual behaviour are robust.

Serious Violent Crime

Indicators that a child may be at risk from, or involved with, serious violent crime include:

- Increased absence
- A change in friendships, or forming relationships with older individuals or groups
- A significant decline in performance

- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

Honour-Based Abuse

'Honour-based' abuse encompasses 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.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a mandatory duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have *"due regard to the need to prevent people from being drawn into terrorism".* This duty is known as the Prevent duty.

It requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion – for example through our RSE policy.
- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas

- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- Be mindful of a strong emphasis on technology and online safety covering online grooming and radicalisation
- To develop strategies to support children to develop their own understanding of the risks related to the use of technology
- CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff have participated in online training. The DSL, Head teacher and Chair of Governors have attended training on Working to Raise the Awareness of Prevent. (WRAP).

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated safeguarding lead or deputy.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity. Where a child has been harmed or at risk of harm, the DSL will also make a referral to children's social care.

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationships abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background. And domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the DSL in school before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass. The DSL will provide support according to the child's needs and update records about their circumstances.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice.

Public Health England (PHE) has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See Rise Above for links to all materials and lesson plans.

Parents requiring mental health support

Many parents with mental health problems are able to give their children safe and loving care, without their children being negatively affected in any way. But sometimes, parents with mental health problems need support professionals, to help them care for their children. Parental mental health problems may affect children differently according to the severity and type of mental health condition, the child's age and stage of development, and the child's personality.

- Signs that a child might need extra support include:
- Being worried about their parent or carer's condition
- Taking on a caring role for parents and other family members
- Putting the needs of their family above their own
- Having negative feelings about their parent's condition
- Finding it hard to make friends, feeling isolated or being bullied
- Not feeling able to talk to their parents or another trusted adult about their worries.

If staff have a concern that the child is at immediate risk, action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent/carer or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parent/carers. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent/carer, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Related safeguarding policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in KCSIE 2021. The procedures are kept in the school office and administered by members of the Senior Leadership Team and school office staff.

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in Annex E of KCSIE 2021to ensure that hosting arrangements are as safe as possible.

Appendix One

Four categories of abuse Physical abuse

Physical abuse is 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/carer or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual harassment is any sexual behaviour without consent. It can include:

- Sexual comments (e.g. telling sexual stories, making sexual remarks about clothes or appearance), sexual jokes (e.g. sexualised so-called "banter"), or sexual taunting
- Physical behaviour (e.g. deliberately brushing against someone, lifting up someone's skirt, pulling someone's bra strap, upskirting)
- Online sexual harassment (e.g. non-consensual sharing of sexual images or videos – including upskirting, sexualised online bullying, unwanted sexual comments and messages on social media), sexual exploitation, sexual coercion and threats
- Sharing of nudes and semi nudes
- Definitions
- Sexual violence is any of the following (as defined in the Sexual Offences Act 2003):
- Rape (sexual intercourse without consent)
- Assault by penetration (sexual penetration with a part of the body or anything else without consent)
- Sexual assault (intentional sexual touching of another person without their consent, e.g. grabbing someone's breasts or bottom)

Consent

Consent is about having the freedom and the capacity to choose.

- Consent to sexual activity may be given to one sort of sexual activity but not to another, or may be given with conditions
- Consent can be withdrawn at any time during sexual activity and each time activity occurs
- Someone consents to sexual activity only if they agree by choice and have the freedom and capacity to make that choice
- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff (including volunteers and supply staff) to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school, arrive late or leave the school for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

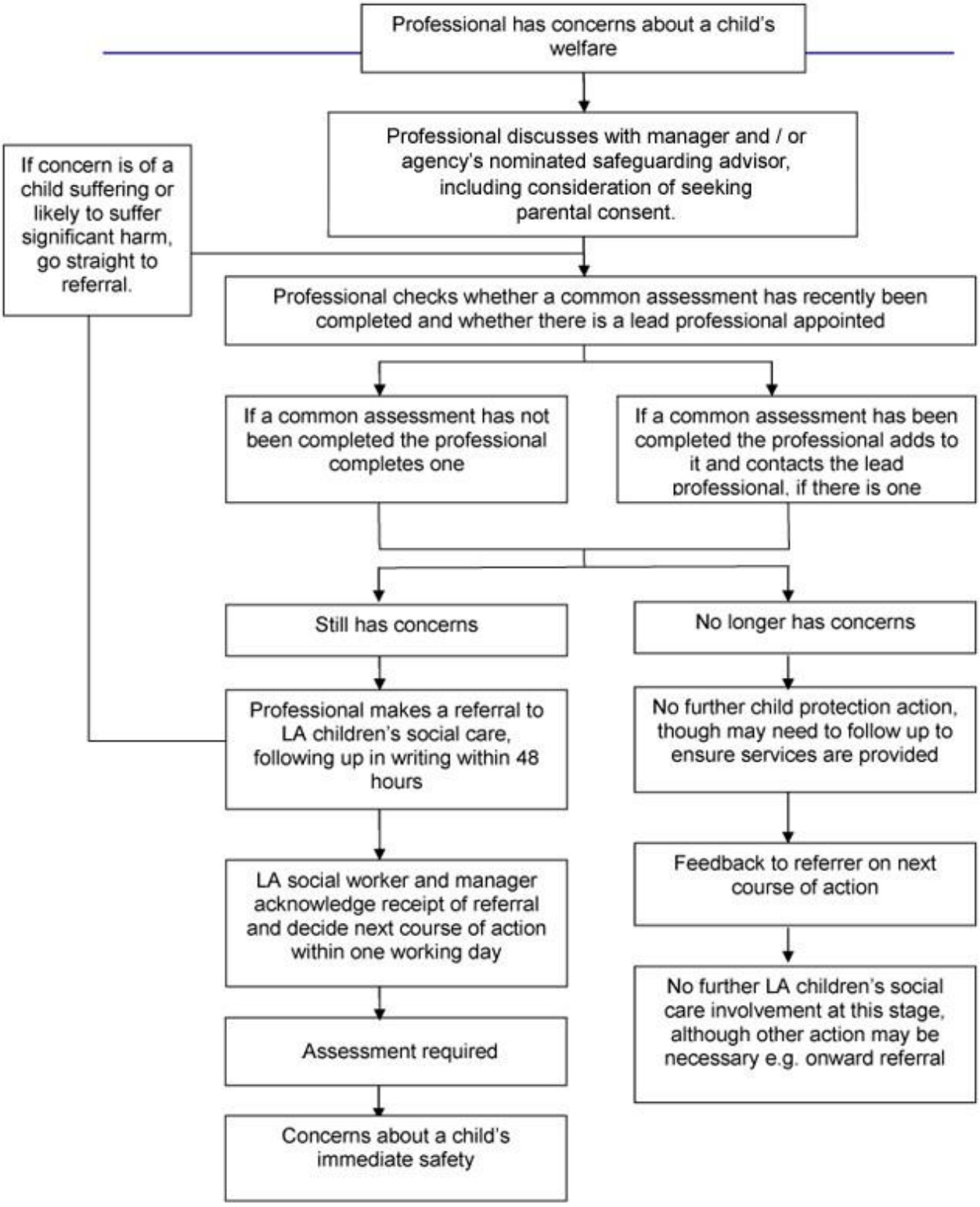
Appendix Two

Related Safeguarding policies/documents:

1. Staff handbook/code of conduct (including staff/pupil online communication)
2. Physical intervention and the use of reasonable force (Positive Handling)
3. Behaviour
4. Personal and intimate care
5. Complaints procedure
6. Anti-bullying guidance
7. Physical contact
8. Safe working practice
9. Whistleblowing
10. SEN
11. Educational Visits
12. Admission and Attendance
13. Missing children from education
14. Recruitment and selection
15. Safeguarding and managing allegations against staff
16. Staff Grievance and disciplinary and dismissal
17. Confidentiality and information sharing
18. Sexual exploitation
19. FGM
20. Health and Safety
21. Safer recruitment
22. Supervision, playground, break times
23. Curriculum links, RSE, e-safety, visits and journeys
24. Acceptable use of IT equipment
25. Management of prescribed medicines in school
26. First aid training record
27. Well-Being Strategy
28. RSE Policy

Appendix 3

Flowchart from London Safeguarding Board:



Appendix 4

Types of Peer on Peer Abuse:

- Physical abuse e.g. (biting, hitting, kicking, shaking and hair pulling)
- Sexually harmful behaviour/sexual abuse e.g. (sexual harassment, inappropriate sexual language, touching, up-skirting and sexual violence and assault, sending online nudes or semi nudes)
- Bullying e.g (physical, name calling, homophobic, gender related)
- Cyber bulling e.g. (threatening and intimidating behaviour through the use of phones, instant messaging, e-mail, chat rooms, social networking sites such as Facebook, What's App, Twitter)
- Sharing of nudes and semi nudes e.g. (sending or receiving sexually explicit text, image, video)
- Initiation/Hazing e.g. (inducting new comers into a group/organisation through rituals which could be humiliating, embarrassing, abusive or causing harassment)
- Prejudiced Behaviour e.g. (prejudice towards disabilities, health conditions and special educational needs, ethnicity, cultural /religious backgrounds/beliefs, gender, home life (issues of care, parent/carer occupation, poverty and social class) and sexual identity

Appendix Five

Strategies to support young person who has been harmed:

- Support through counselling or one to one support.
- Reassure victims that they are being taken seriously and will be supported and kept safe.
- If a child feels they are able to deal with the incident (s) it is necessary to continue to monitor and offer support should they require it in the future.
- Engaging in some restorative justice work with all those involved.
- Interventions which target the whole class or year group, such as speakers for assembly or targeted circle time.
- Offering a named member of staff for the young person to talk to.
- Regular reviews with the young person and their families to ensure further harmful behaviour is not occurring and to evaluate the need for continuing support.

Strategies to support the young person who has displayed harmful behaviour:

- Support through counselling or one to one support.
- Particular support for the young person and their family from identified services may be necessary through the Enfield Early Help Form (EEHF)
- Engaging in some restorative justice work with all those involved.
- If the young person is externally excluded for set days, appropriate work will need to be provided to complete at home.
- Regular reviews with the young person and their family to ensure further harmful behaviour towards someone else does not occur and to evaluate the need for continuing support