

Highgate Wood School Safeguarding and Child Protection Policy 2019

Ratified by the Governors Personnel Committee: 12.02.2019

Safeguarding and Child Protection Policy

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Where the term “parent(s)” is used please read “parent(s) or person(s) with parental responsibility

1 KEY CONTACTS

SCHOOL STAFF	
Designated Child Protection Lead	Dawn Spence*
Deputy Designated Child Protection Lead	Liz McCartney*
Nominated Child Protection Governor	Angus Crawford
Head Teacher	Patrick Cozier
LOCAL AUTHORITY CONTACTS	
Early Help (Previously Single Point of Access)	020 8489 4592 / 5652 / 5762 / 4582
Local Authority Designated Officer	020 8489 2968 / 1186 lado@haringey.gov.uk
Haringey Local Safeguarding Children's Board	020 8489 1472 lscb@haringey.gov.uk

*If you are unable to locate Dawn Spence or Liz McCartney contact Katerina Christodoulou, Deputy Headteacher, Matt Dobrashian, SENCO, or any Heads/Deputy Heads of House

2 INTRODUCTION

The protection of children is the concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents, but a range of services is available to help them with this task. Parents seeking help for themselves may make referrals to agencies. Relatives, friends and neighbours may also directly, or indirectly, encourage families to seek help or alert statutory authorities to children about whom they are concerned. All agencies with staff who are in direct contact with children and families must be involved. Our policy applies to all staff, governors and volunteers working in the school.

Highgate Wood School fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children. Practitioners who work with our students will read this policy within the framework of the following guidance and legislation:

- Keeping children safe in education: statutory guidance for schools and colleges (September 2018)
- Working Together to Safeguard Children (July 2018) statutory guidance
- London Child Protection Procedures, 5th Edn.(2015)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014
- Haringey LSCB
- Dealing with Allegations of Abuse against Teachers and other staff (DfE 2011)
- GDPR and the Data Protection Act 2018. Data Protection Toolkit for Schools
- Prevent Duty <https://www.government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Information Sharing: Advice for Practitioners 2018. DFE
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) 2018

Through their day-to-day contact with students and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

This policy sets out how the Schools governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at this school. Our policy applies to all staff; and others, paid and unpaid, working in the school including governors. It is consistent with the local safeguarding children's board (LSCB) procedures.

3 PRINCIPLES AND AIMS

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. Teaching assistants and administration staff, as well as teachers can be the first point of disclosure for a student. Concerned parents/carers may also contact the school and its governors. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure students and parents know that there are adults in the school whom they can approach if they are worried
- include opportunities in the personal, social, health, education (PSHEE) curriculum for students to develop the skills they need to recognise and stay safe from abuse

We will follow the procedures set out by Haringey Local Safeguarding Children's Board and take account of guidance issued by the DfE to:

- ensure we have a **Designated Safeguarding Lead (DSL)** (and a deputy) responsible for child protection who have received appropriate training and support for this role
- ensure we have a **nominated governor** responsible for child protection
- ensure every member of staff (including temporary, supply staff and volunteers) and every member of the governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role
- ensure all staff have regular training in, and are familiar with, the categories and possible signs of abuse and neglect
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website
- notify social care if there is an unexplained absence of a student who is being supported by Children's Services
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters
- attend and take part in core groups and conferences as and when required
- keep written records of concerns about students, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main student file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer (see LA whistle-blowing policy and LSCB guidance)
- ensure safe recruitment practices are always followed, see Keeping Children Safe in Education September 2018
- ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 2018

4. IMPLEMENTATION

The four key elements to our policy are:

- **Building resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep themselves safe. Establishing a safe environment in which children can learn and develop within an ethos of openness
- **Procedures** - developing and implementing clear procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse
- **Supporting vulnerable students** - supporting students who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Preventing unsuitable people from working with children** - ensuring that we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

Building Resilience

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

- The school will therefore:
- establish and maintain an environment where students feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- ensure students know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help
- Include, in the curriculum, materials which reinforce essential skills for every child in understanding and assessing risk.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the student through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the student such as Children's Services, the Child and Adult Mental Health Service (CAHMS), Safer London, the Attendance and Welfare Service and the Educational Psychology Service

5 SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Where we have concerns about the welfare of a child we will follow the procedures set out by the Haringey Local Safeguarding Children Board (LSCB). A copy of these procedures can be found on the LSCB website: <http://www.haringeylscb.org/>

We will ensure that all staff receive child protection training at the outset which is updated regularly so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse
- the need to record concerns
- how to support and respond to a child who tells of abuse
- how the school will fulfil its duty of care to staff who have been accused in a child protection issue

We will ensure that all staff, and others working in the school – both paid and unpaid, including governors, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. For this we follow the Haringey policy. <G:\Policies\Policies Currently in use 2013-14 onwards\Whistleblowing Policy 2018.pdf>

We will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties and this policy on the school website.

5.1 Liaison with Other Agencies

The school will:

- ensure the DSL takes advice from a child protection specialist when managing complex cases. The DSL and deputy have access to the Early Help Advice Line, and the out-of-hours duty team
- work to develop effective links with relevant services to promote the safety and welfare of all students
- co-operate as required, in line with Working Together to Safeguard Children, July 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- notify the relevant social worker immediately if: it should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a student who is subject to a

Child Protection Plan or there is any change in circumstances to a student who is subject to a Child Protection Plan

5.2 Record Keeping

The school will:

- keep clear, detailed, accurate, written records of concerns about students (noting the date, event and action taken), even where there is no need to refer the matter to children's social care immediately
- ensure all records are kept securely, separate from the main student file, and in a locked location
- ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with the education child protection record keeping guidance

5.3 Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 2018 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child and there is a sound legal basis for sharing.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parents to see child protection records, the request should be forwarded to the School's Data Protection Officer who will then refer the request to the designated Safeguarding Lead or Headteacher.

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the Data Protection Officer, DSL or children's social care as required
- ensure that the Headteacher or DSL/deputy will only disclose any information about a student to other members of staff on a 'need to know' basis, including domestic violence notifications
- make all staff aware that they have a professional responsibility to ensure the security of all personal data but also, where appropriate, to share information with other agencies in order to safeguard children
- ensure staff are clear with students that they cannot promise to keep secrets
- ensure that statutory guidance on recording allegations against adults are followed

5.4 Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection

- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care **Procedures for staff where there are concerns about a student**

These child protection procedures **must** be followed where there are any concerns about a child that may fit into the four categories of abuse, (Appendix 2) or if a child discloses other information of concern.

- Pass on your concern to the DSL or deputy as soon as possible. Child protection must take precedence above all else and can initially be passed on verbally.
- As soon as possible, complete a 'Record of concern' sheet (**Appendix 3**) and give this to the DSL or the deputy. 'Record of concern' sheets can be found on the General Shared Area. This written note should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations **should not** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.
- Remember confidentiality, and do not discuss your concern with others unnecessarily.
- Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Safeguarding Lead or deputy

5.5 What to do if a student discloses something to you

Receive

- Listen to the student. If you are shocked at what the student says to you try not to show it. Take what the student says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If they are met with shock or disbelief, the student may retract what they have said
- Accept what the student says. Be careful not to burden the student with guilt by asking, "Why didn't you tell me before?"

Reassure

- Stay calm. Reassure the student that they have done the right thing in talking to you. Be honest with the student. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now"
- Do not promise confidentiality
- Try to alleviate any feelings of guilt that the student displays
- Acknowledge how hard it must have been for the student to tell you what has happened

React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter
- Do not interrogate the student or make investigations with third parties to establish any of the facts
- Avoid asking leading questions, for example “Did s/he?”
- Be careful about what you ask the student; you may taint any evidence being put before a court. Use open questions, such as, “Is there anything else you would like to tell me?” or “When did it happen?”
- Do not criticise the perpetrator. The student may love him/her and reconciliation may be possible
- Do not ask the student to repeat what has been said to another member of staff
- Explain what you have to do next and to whom you have to talk to
- Inform the DSL or deputy

Record

- As soon as is reasonably practicable make notes on what has happened using the ‘Record of Concern’ sheet – **Appendix 3**
- Do not destroy these notes; they will be retained in a safe place. The court in any legal process may require them
- Record; place, date, time and details of the student involved. Record any noticeable nonverbal behaviour of the student. If the student uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words. Notes must be dated and signed
- Use the ‘skin map’ on the reverse of the ‘Record of concern’ sheet to indicate positioning, size and location of any injuries you have identified/observed
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT
- Hand the information to the DSL or deputy **immediately**

5.6 Supporting the student

Give the student time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.

5.7 Action to be taken by the Designated Safeguarding Lead**Sexual abuse**

Any suspicion of sexual abuse or actual disclosure by a student that he or she has been sexually abused must be referred immediately to the LA MASH (Multi Agency Safeguarding Hub) team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the student. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most

appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

If there is a concern that students under the age of 13 are involved in a sexual relationship this must be referred to the LA MASH Team who will contact the appropriate agencies.

Physical Abuse/Emotional Abuse/Neglect

Any concerns regarding either physical abuse/emotional abuse and/or neglect will be referred immediately to the MASH Team. In these situations each case is dealt with differently depending on the circumstances. In the majority of cases referrals are made but advice is sought also on whether parents should be communicated with from the outset. The safety of the student is paramount and if this is compromised by parental involvement Children's Services will advise on the course of action to be taken. (see Appendix 2 for more detailed information of the differing categories).

Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow Early Help referral procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.

Domestic Abuse

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

The DSL or deputy will take appropriate action to ensure children and young people are kept safe and will seek advice from the child protection advisers where necessary.

Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely

harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in this policy.

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.
- a student may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.
- a student may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
- a student may request help from a teacher or another adult.
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

- a girl may spend long periods of time away from the classroom during the day with bladder or menstrual problems if she has undergone the most severe form of FGM.
- a prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM.
- a girl requiring to be excused from physical exercise lessons, without the support of her GP.

Professionals also need to be vigilant to the emotional and psychological needs of children who may be or are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The DSL or deputy will make appropriate and timely referrals to Children's Services via the Early Help route if FGM is suspected. In these cases, parents will not be informed even if it isn't the student's wishes. If FGM is known to have taken place then a call will be made directly to the police. In this case it is the person who has been disclosed to who has the legal obligation to make the call although he/she will be supported throughout the process by the DSL or deputy.

Further information can be found on the London Safeguarding Children Board's website and the fact sheet from the World Health Organisation:

Safeguarding children at risk from FGM -

http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html

World Health Organisation Factsheet -

<http://www.who.int/mediacentre/factsheets/fs241/en/>

Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions. Young people may also be used for drugs trafficking, selling or crossing county lines to transfer the drugs from one place to another.

School will contact the child protection advisers if there is a concern that a young person may be at risk.

Preventing Violent Extremism

We all have a role to play in community building in Haringey and making the local authority a place where people from all backgrounds get on and live safely together.

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-prescribed extremist groups such as the English Defence League.

What will school do?

If staff have concerns about a student or group of students being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.
- Seek consent to complete an Early Help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Family (TAF) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.
- *If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.*

Channel

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator. To discuss any potential referral, please email: safercommunities@haringey.gov.uk

Digital safety and dangers online

The school recognises that Safeguarding and Child protection can extend to the digital life of students. Abuse or exploitation may start online and later manifest themselves in the real world. Equally students' digital use may give an indication of problems being experienced at home or with their peers. An ongoing programme of education and awareness of online threats, including from sexting, phishing, personal digital security, cyber-bullying and maintaining a safe digital footprint is delivered to students through the curriculum and assemblies, to staff through planned CPD and to parents/wider community through information evenings and information provided through the school website to ensure proper procedures for reporting and gaining appropriate support are understood and known.

In accordance with our Digital Safety policy and acceptable use agreements the school network maintains levels of filtering and monitoring to ensure users are safe from being able to access harmful or inappropriate material. The school makes it explicit to students and their parents that the online activities of members of the school community outside of school gates, where such filters may not be in place, is also a school concern which we take very seriously.

Digital safeguarding concerns should be notified to the school's e-safety officer (esafe@hws.haringey.sch.uk), the school's DSL or, when appropriate, the Professionals Online Safety Helpline at [0344 381 4772](tel:03443814772) or helpline@saferinternet.org.uk.

Peer on Peer Abuse

Children can abuse other children and this is known as peer on peer abuse. It takes many forms such as bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting or anything that can cause physical harm; sexting and initiation type violence and rituals. (Refer to Keeping Children Safe in Education September 2018).

As a school we deal with every occurrence on an individual basis. Some cases will be dealt with via our Behaviour Policy and some will be a police matter and some will be followed up by Early Help. It is important that all concerns are raised with the DSL or deputy.

5.8 What happens after any concern is reported?

When the DSL receives any concern, they can talk it through with the duty officer in the Early Help team. The duty officer will then discuss the concern and assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of that formal child protection referral.

If the concern arises outside of the hours operated by the advice Line and it is believed the student may be at immediate risk the children's social care out of hours team or the police will be contacted without delay. If there are any concerns that a student may be at risk of immediate harm, the police will be contacted by dialling 999.

If the DSL decides that it is not a child protection referral matter, a record will still be made of the incident and kept in the child protection files, so that patterns of concern can be seen.

If a student makes a direct allegation of abuse or has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available this will not be discussed with parents/carers in the first instance.

If a less distinct injury is noticed or if the student makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the DSL will raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries, a pattern of absences from school or any other concerns before these injuries are noticed; the incident will still be recorded and kept in the child protection file in case similar issues are raised again in the future. For a summary of these procedures see **Appendix 1**.

6 SUPPORTING VULNERABLE CHILDREN

We recognise that neglect, abuse or witnessing violence may have an adverse impact on those children, which may last into adulthood, without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the student through:

- curricular opportunities to develop self-esteem and self-motivation.
- promoting a positive, supportive and safe environment
- ensuring the school's behaviour policy supports vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the student but does not damage the student's sense of self worth. The school will ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- liaison with other agencies which support the student such as Children's Social Care and Child and Adolescent Mental Health Services (CAMHS).
- a commitment to develop productive and supportive relationships with parents/carers.
- monitoring and supporting all student's welfare, keeping records and notifying children's social care when concerns are raised.
- ensuring that when a student, who is subject to a child protection plan, leaves, information is transferred to the new school immediately. The student's social worker will also be informed.
- notifying the education welfare officer EWO **and** children's social care, if a student who is subject to a child protection plan or where there have been ongoing concerns, is missing from school.

6.1 Children with Special Educational Needs

The school has students who may have additional needs and/or communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such students may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the student.

We ensure that all students have access to a range of adults with whom they can communicate confidently.

6.2 Children Missing From Education

Children missing from education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

We monitor students' attendance through a register taken every lesson and during registration. The school's Attendance Officer makes first day absence calls or sends texts to families where a student is absent and the school have not been informed.

Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their students.

We will not remove a student from the admission register until another school has requested the unique pupil number (UPN) for that student or we have liaised and referred the case to the education welfare service who has agreed to the removal from the school role.

If there are concerns about the attendance of a student who is subject to a Child Protection plan or who is Looked After (LAC) by the local authority, the school will also inform the child's social worker.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a student absconds from school during the course of the day, the parent will be informed, and if necessary or if the student cannot be located, the police will also be informed.

7 SAFER RECRUITMENT: SINGLE CENTRAL RECORD, DBS CHECKS

Keeping Children Safe in Education (September 2018) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicants suitability to work with children
- provide evidence of identity and qualifications
- complete a barred list check and DBS check before taking up a post
- be interviewed, with at least one question referring to child protection knowledge

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

The level of DBS (Disclosure and Barring Service) check required will depend on the role and duties of a member of staff. For most appointments, an enhanced DBS check with barred list information will be appropriate as most staff will be engaging in regulated activity which includes:

- a member of staff having responsibility on a regular basis for the care or supervision of students
- working regularly with students in school where the work requires interaction with them, paid or not.

Volunteers

There is a specific process in place for the recruitment of volunteers at Highgate Wood School. Please refer to HR for further information.

7.1 Governors

All governors at Highgate Wood School are required to have an enhanced DBS check with barred list which will be updated every three years unless they are on an annual update service. They are encouraged to undertake the safer recruitment training.

7.2 Single Central Record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the

DfE's April 2014 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

- Full name and address checks
- a barred list check
- a list 99 check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- Self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form

7.3 Visitors and guest speakers to school

Any outside speakers or visiting organisations will be cleared with the head teacher before booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

7.4 Signing In

All visitors must report to Reception and sign in followed by wearing a photographic ID at all times. All visitors will be provided with a pamphlet outlining our safeguarding procedures which they must keep with them whilst on the school premises.

8 MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF

Any allegation of abuse made against a member of staff will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of an allegation, it will be reported to the chair of governors.

The school will consult with the Local Authority Dedicated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as set out in Keeping Children Safe in Education (September 2018) and the LSCB's guidance available on Haringey LSCB website.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended.

Consideration must be given to the needs of the student and recognition that a student may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff; paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour which contradicts the code of conduct, and takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. (see e-safety policy).

8.1 Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

8.2 During, Before and After School Activities

During, before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

8.3 Dealing with Low Level Concerns which do not reach the Safeguarding Threshold

As a school we encourage all staff to share any concerns they may have, no matter how small, about their own or a colleagues behaviour. Concerns should not be limited to safeguarding and could relate to behaviour which does not meet the professional standards expected in school. The purpose is to help create a culture in which the clear values and expected behaviours are adhered to.

If there is a concern this should be reported to the Head Teacher and the policy will be followed as outlined above.

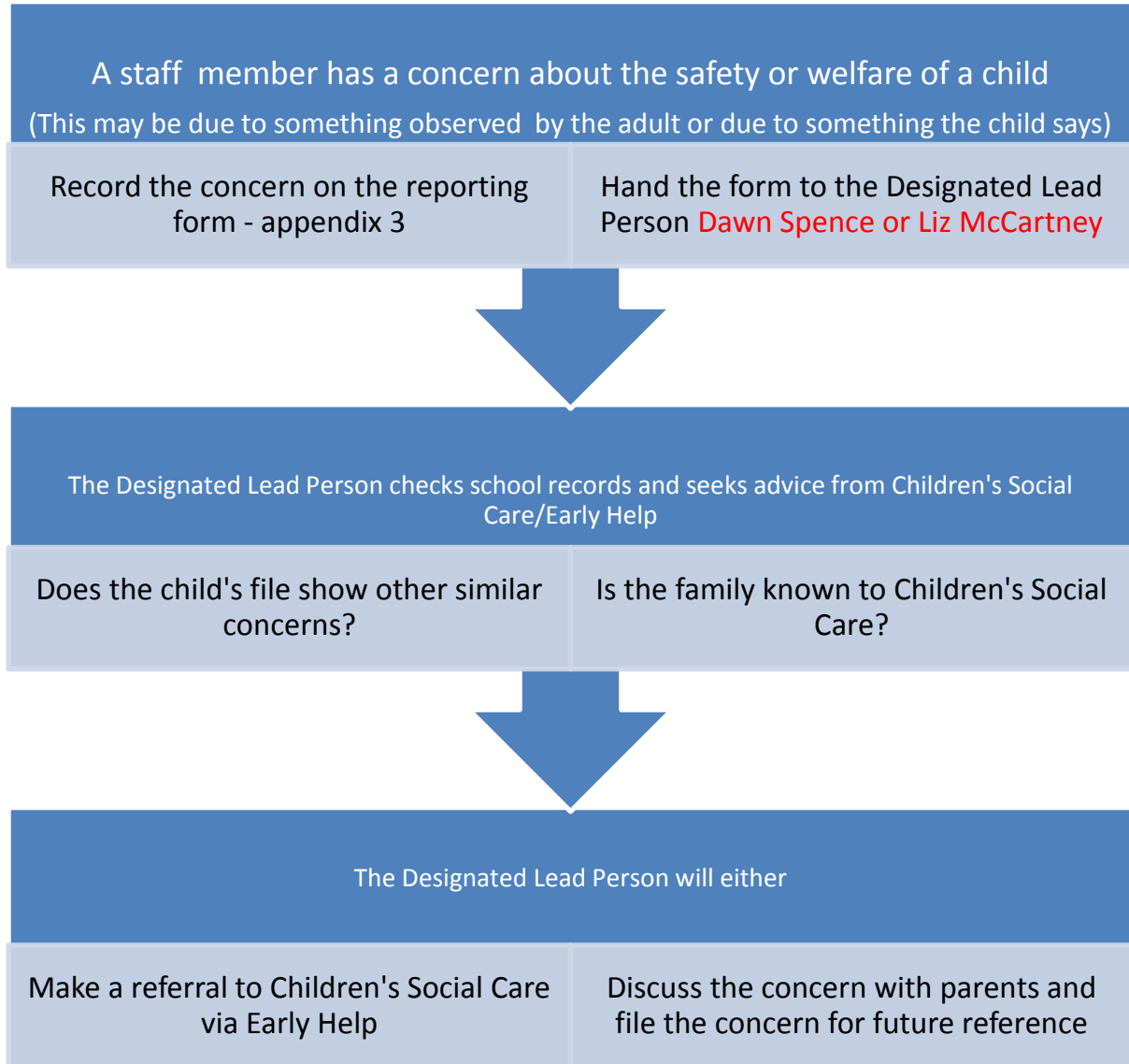
9. IMPLEMENTATION, DISSEMINATION AND REVIEW

This policy is reviewed annually by the Designated Safeguarding Lead and ratified by the governing body. All staff must read and agree to the policy during their induction. At this time they must also read Part 1 of Keeping Children Safe in Education (September 2018).

Families are encouraged to be familiar with this policy via the school website.

Appendix 1: Overview of Procedures

Summary: What happens if anyone is worried about the welfare or safety of a student in our school?



Appendix 2 - Categories of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These are;

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Signs of sexual abuse:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need reassurance
- tendency to cry easily
- regression to younger behaviour such as thumb sucking, acting like a baby
- complaints of genital itching or pain

- distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing eg. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Signs of emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour
- depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in serious impairment to the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter or homelessness
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

NB Poverty and neglect are totally different

Other areas of concern may be:

- peer on peer abuse/teenage relationship abuse
- gang activity, youth violence
- domestic violence
- Female Genital Mutilation (FGM)
- forced marriage/ honour based violence
- fabricated/induced illness
- online grooming
- Children missing from Education (CME)

Appendix 3 –Record of Concern

RECORD OF CONCERN

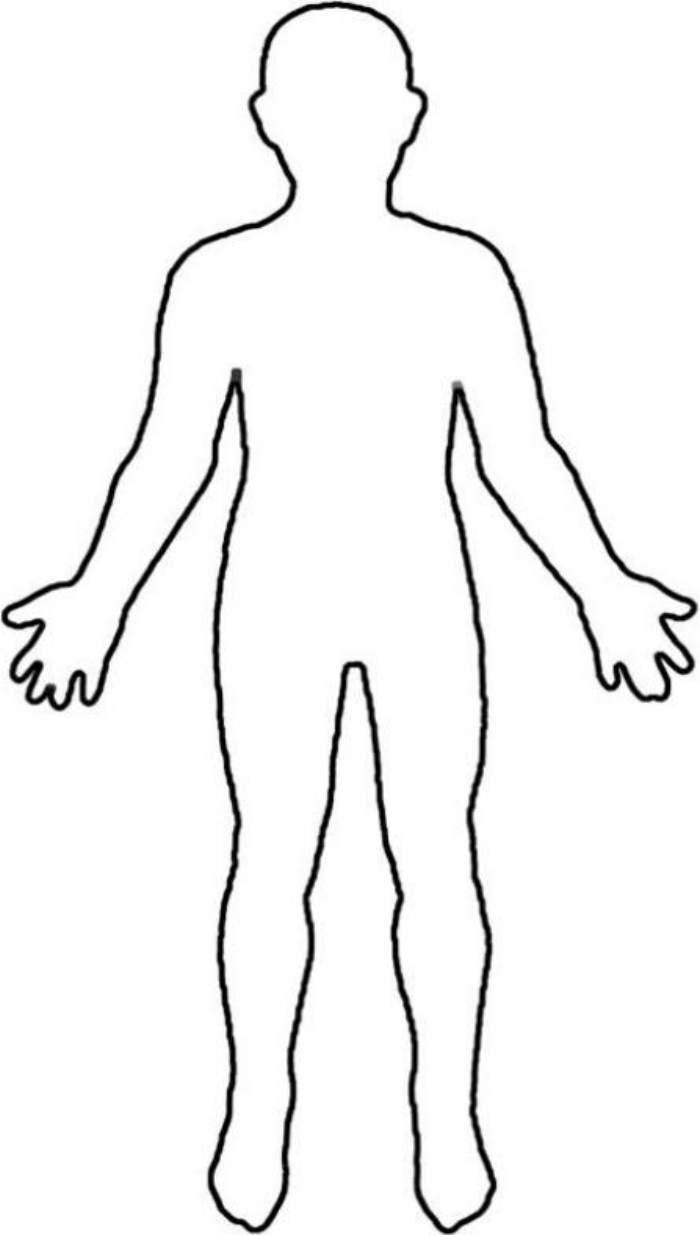
PLEASE PASS WITHOUT DELAY TO DAWN SPENCE (or Liz McCartney) DESIGNATED STAFF
FOR SAFEGUARDING

Child's Name :		
Tutor Group:		
Child's DOB :		
Male/Female :	Ethnicity:	Statement : Y/N
Date and Time of Concern :		
Your Account of the Concern : (what was said, observed, reported and by whom)		
Additional Information : (your opinion, context of concern/disclosure)		
Your Response : (what did you do/say following the concern)		
Your Name :		
Your Signature :		
Your Role in School :		
Date and Time of this Recording :		

Skin map – used by non-medical staff to assist you in reporting your concerns.
Please highlight:

Front view

Back view

Left		Right
		

Action: To be completed by the designated person for child protection

THIS IS A DOUBLE-SIDED SHEET

Any discussion to be recorded separately on a note of discussion sheet.

Appendix 4 – The Role of the Designated Senior Lead

The Role of the Designated Senior Lead

This role is key to ensure that proper procedures are in place and are followed with respect to child protection issues.

The designated member of staff takes a lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies.

Areas of responsibility

- Refer cases of suspected abuse or allegations to the relevant agencies
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with the relevant agencies
- Liaise with the Head Teacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how the LSCB operates, the conduction of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- Be able to keep detailed accurate secure written records of referrals/concerns
- Obtain access to resources and attend any relevant training course at least every 2 years

Raising Awareness

- Ensure the Safeguarding Policy and Child Protection Policy is updated and reviewed
- If students leave the school, their Child Protection records must be transferred separately from their main student file

Appendix 5 – The Role of the Headteacher

The Role of the Headteacher

Head Teachers need to:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers – refer to the school’s personnel handbook) which are consistent with those agreed by the LSCB
- Liaise with the nominated governor on child protection issues
- Appoint a Designated Senior Lead to co-ordinate procedures within school and liaise with other agencies on suspected abuse cases
- Ensure that the Designated Senior Lead receives appropriate training and support
- Understand the role of the Designated Senior Lead (DSL) member of staff
- Work with the LA to create a safe environment for children at the school.