



**Highgate Wood**  
**School** Everyone matters  
Everyone achieves

# Highgate Wood School Safeguarding and Child Protection Policy 2024



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## 1. Key Contacts

<b>SCHOOL STAFF</b>	
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<b>Deputy Designated Child Protection Lead</b>	Zaka Malam <a href="mailto:zma@hws.haringey.sch.uk">zma@hws.haringey.sch.uk</a>
<b>Designated LAC Teacher</b>	Jen Burniston <a href="mailto:jbu@hws.haringey.sch.uk">jbu@hws.haringey.sch.uk</a>
<b>Safeguarding Team at Highgate Wood School</b>	<p><b>Jen Burniston</b> - Designated Safeguarding Lead <a href="mailto:jbu@hws.haringey.sch.uk">jbu@hws.haringey.sch.uk</a></p> <p><b>Zaka Malm</b> - Lead Deputy Designated Safeguarding Officer zma@hws.haringey.sch.uk: ext294</p> <p><b>Emily Issit</b> - Deputy Safeguarding Officer, Assistant Head Teacher Key Stage 3 eis@hws.haringey.sch.uk</p> <p><b>Daniel Cain-Reed</b> - Deputy Safeguarding Officer, Assistant Head Teacher SENCO dcr@hws.haringey.sch.uk</p> <p><b>Liz McCartney</b>, Deputy Safeguarding Officer, Lead Maya Angelou Centre emc@hws.haringey.sch.uk</p>
<b>Nominated Child Protection Governor</b>	Kate Newman
<b>Head Teacher</b>	Patrick Cozier <a href="mailto:Headteacher@hws.haringey.sch.uk">Headteacher@hws.haringey.sch.uk</a>
<b>LOCAL AUTHORITY CONTACTS</b>	
<b>Local Authority Designated Officer (LADO)</b>	Fional Owens LADO Manager Sharon Ackbersingh LADO <a href="mailto:LADO@haringey.gov.uk">LADO@haringey.gov.uk</a> 0208 8489 2968/1186
<b>Haringey Local Safeguarding Children Board</b>	8 <sup>th</sup> Floor, River Park house, 225, High Road, London N22 8HQ 0208489 4470 <a href="mailto:hscp@haringey.gov.uk">hscp@haringey.gov.uk</a>
<b>Channel Helpline</b>	02073407264
<b>Haringey Children Services</b>	<a href="tel:02084894470">02084894470</a> / <a href="tel:0204890000">0204890000</a>
<b>Islington Children Services</b>	<a href="tel:02075272299">020 7527 2299</a>
<b>Enfield Children Services</b>	<a href="tel:02083792483">020 8379 2483</a>
<b>Barnet Children Services</b>	<a href="tel:02083595000">020 8359 5000</a>

## 2. What to do if you have a safeguarding concern in Highgate Wood School

### WHY ARE YOU CONCERNED?

**LOOK for CHANGES** in behaviour, appearance, demeanour, mood, presentation, attendance, punctuality, political or religious ideologies, weight gain or loss, friendships or new friendship groups, signs of worrying or inappropriate sexualised behaviour, injuries or self harm marks (REPORT immediately if you see anything concerning), new concerning clothing or possessions

**ATTENDANCE** – Look for patterns of days off, lates, truancy, forged absence or medical notes, increased medical issues

**LISTEN for CHANGES** in language use, ideologies, political thinking and expression, language that was not previously used, use of slang, language associated with gangs and drugs or county lines

**WATCH OUT** for the most vulnerable in your form or class. Engage with these students, get to know them. They will always be at increased risk. Vulnerable students include: LAAC, students with SEN, students with chaotic or dysfunctional families, drug or alcohol addictions in the family, those who have suffered any adverse childhood experience, those students who are exploring their sexuality and may need support.

### ACT IMMEDIATELY AND RECORD YOUR CONCERNS. IF URGENT, SPEAK TO A DSL FIRST.

- Place on **MY CONCERN**
  - Follow the 4 R's
  - **RECEIVE**; Listen to the student
  - **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
  - **REACT**; React to the student only as far is necessary for you to establish whether or not you need to refer the matter. Do not interrogate.
  - **RECORD**; As soon as possible write up notes on what has happened and record on My Concern notify JBU/CHA

Staff need to inform a member of the Safeguarding Team in person, **IMMEDIATELY** if they see **physical marks or self-harm marks on a child**.

#### DESIGNATED/DEPUTY SAFEGUARDING LEAD

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor ([Shauna McAllister](#)) or Local Authority Social Worker at the Haringey's Safeguarding Team.

#### IF YOU ARE UNHAPPY WITH THE RESPONSE

##### Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

##### Learners and Parents:

- Follow school complaints procedures ([link school complaints](#))

Record decision making and action taken in the learner's child protection/safeguarding file

#### MONITOR

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

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### 3. Introduction and Ethos

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.

Our core safeguarding principles are:

#### **Promotion**

making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school

#### **Prevention**

positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

#### **Protection**

following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

#### **Support**

for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

#### **Working with parents and other agencies**

to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

#### **3.a The purpose of this policy is:**

- To protect the safety, welfare and well-being of the pupils on roll at our school
- To set out the overarching principles and systems to child protection and safeguarding across all aspects of school life
- To ensure staff are aware of their statutory safeguarding duties and responsibilities
- To ensure staff are well- equipped and confident to recognise and report child protection concerns
- To promote an open and listening culture where everyone can voice concerns in the knowledge they will believe, helped and supported.

Highgate Wood School fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children. Staff working with children at Highgate Wood School are advised to maintain an attitude of 'Think the unthinkable' where safeguarding is concerned.

Highgate Wood School recognises the importance of safeguarding and the promotion of

children's welfare at all times. Safeguarding is embedded in all the school's procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In Highgate Wood School children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policy.

At Highgate Wood School, we expect that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to social services.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education 2024' (KCSIE).

The procedures contained in this policy apply to all staff, including governors, temporary staff and volunteers and are consistent with those outlined within the KCSIE 2024. It is consistent with the HSCP procedures and guidance has been sought in the writing of this policy.

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 of The Highgate Wood Way promotes a positive, supportive, and secure environment and gives students a sense of being valued. the school's Relationship and Respect (formally known as behaviour policy) 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), the Attendance and Welfare Service and the Educational Psychology Service

### **3.b. Contextual safeguarding**

All our staff are aware of the particular contexts and challenges that are present in ensuring the safety of our students. London is a thriving and exciting city and whilst we celebrate the vibrancy and diversity of Haringey, we also consider in parallel the day to day challenges it can bring to our students. Staff are given regular information on concerns relevant to our school community via the weekly school bulletin, emails, training and during staff meetings and briefings. Most of our staff have strong links to London and indeed Haringey and they are knowledgeable about the challenges and difficulties faced by our students and the need to safeguard students beyond the school gates. Our school has strong links within the local area; with other schools, the metropolitan police, local businesses, health partners, youth clubs, and local residents. It is this network of communication that ensures we are supporting students and keeping abreast of issues that may affect their safety and wellbeing.

## **4. Legislation and guidance**

Practitioners who work with our students will read this policy within the framework of the following guidance and legislation:

- DFE Keeping Children Safe in Education 2024 (KCSIE)
- Working Together to Safeguarding Children 2018 (last updated 1 July 2022) (WTSC)
- Ofsted: Education Inspection Framework’ 2019 (last updated July 2023)
- London Child Protection Procedures, 5th Edn. (2015)
- Children’s social care network framework (December 2023)
- 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 Safeguarding Children Partnership (HSCP – replaces 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 2023
- Female Genital Mutilation Act 2023
- The Marriage and Civil Partnership Act 2022
- Information Sharing: Advice for Practitioners 2018. DFE
- Whistleblowing Policy 2018
- Advice Sexual Violence and Sexual Harassment between children in schools and



colleges July 2020

- Relationships and Sex Education statutory guidance 2021

Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	<ul style="list-style-type: none"> <li>○ Lists what must be recorded on the single central record</li> <li>○ The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.</li> </ul>
Children’s Act 1989 (and 2004 amendment),	<ul style="list-style-type: none"> <li>○ Provides the framework for the care and protection of children.</li> </ul>
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	<ul style="list-style-type: none"> <li>○ Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.</li> </ul>
The Marriage and Civil Partnership (Minimum Age) Act 2022	<ul style="list-style-type: none"> <li>○ Officially came into force on 27 February</li> <li>○ This Act prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether they have parental consent.</li> <li>○ Also an offence to cause a child to marry before 18<sup>th</sup> birthday, also applies to non-binding unofficial marriage.</li> </ul>
Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> <li>○ Sets out when people with criminal convictions can work with children.</li> </ul>
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	<ul style="list-style-type: none"> <li>○ Defines what ‘regulated activity’ is in relation to children</li> </ul>

## 5. Human Rights, Equalities and Public Sector Equality Duty

Highgate Wood School is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 (including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that pupils may reside in.

The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

The governing body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all these rights, depending on the nature of the conduct and the circumstances.

At Highgate Wood we will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

We will pay due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed and need to give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

## **6. Related Safeguarding Policies**

- Anti-Bullying Policy
- The Highgate Wood Way Policy (Behaviour)
- Attendance and punctuality
- Curriculum policy
- Data protection and Information sharing
- First aid and managing medical needs
- Health and safety
- Image use
- Managing/dealing with allegations against staff, must cover both allegations that cross the threshold of harm and low level concerns, also dealing with concerns against supply supply teachers and link back to code of conduct if allegation is unsubstantiated
- Online safety policy including Acceptable Use of Technology Policies (AUP), filtering and monitoring, opportunities to teach about online safety.
- Child on-Child abuse policy, including sexual violence and sexual harassment and the school's anti-bullying strategy
- Personal, social and health education (PSHE), may cover wider opportunities to teaching about safeguarding
- Relationships and Sex Education (RSE)
- Risk assessments (e.g. school trips, use of technology)
- Safer recruitment
- Searching Policy
- Social media and Mobile technology
- Special educational needs policy
- Staff Code of Conduct
- Staff disciplinary policy
- Whistleblowing

## **7. Definitions of Safeguarding**

In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

Providing help and support to meet the needs of children as soon as problems emerge

- o protecting children from maltreatment, whether that is within or outside the home,

- including online
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding is what we do to prevent children suffering or coming to harm, whether that is within or outside the home, including online.

Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.

Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and psychological needs. Exploitation is the deliberate manipulation or abuse of power used to have control over another person, usually from some form of gain – this can be for a range of reasons including personal, financial or sexual.

*Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*

At Highgate Wood School we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term ‘**alleged perpetrator(s)**’ and where appropriate ‘**perpetrator(s)**’, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident, we are prepared to use any term with which the individual child is most comfortable and on a case-by-case basis.

## **8. Informing staff and others of safeguarding policy**

All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. Staff complete an understanding check to ensure staff are confident to place policy into action.

Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy downloaded from the school website together with other related policies, including for online safety, recruitment, and Child on Child abuse. Additionally, these and other policies are available from the school office on request.

Students are made aware of the school's systems through assemblies, The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, through our C.A.R.E Platform, that they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken

## **C.A.R.E**

We care...At Highgate Wood School we:

**C** - Confront bullying and all forms of discrimination by reporting them

**A** - Address the causes of bullying behaviour as well as the impact.

**R** - Respect for all individuals to ensure a positive, caring and inclusive environment.

**E** - Empower OUR community to refuse to accept bullying and any discriminatory behaviours.

<https://hws.haringey.sch.uk/about-us/school-policy/bullying-and-concerns/#CARE> There is a link on the school Intranet homepage and a C.A.R.E. Report heading under the student Tab on the school website

## **9. Roles and Responsibilities**

### **The Governing Body**

The Governing Body at Highgate Wood School takes responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2024. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.

The Governing body will ensure the school's systems enable pupils to report what is happening to them.

The Governing body will ensure the appointed DSL is a senior member of staff role of the DSL (and deputies) set out in KCSIE Annex C will be made explicit in the postholder's job description.

Highgate Wood School has a nominated governor for safeguarding. The nominated governor will support the Designated Safeguarding Lead and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.

The governing body/ will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2024. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.

The governing body and leadership team at Highgate Wood School recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the postholder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

### Headteacher

Headteacher needs to:

- ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.
- 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 HSCP
- 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.

### Designated Safeguarding Lead (DSL)

Highgate Wood School has appointed a member of the leadership team **Jen Burniston**, Deputy Head Teacher as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSL **Zaka Malam** who will have delegated responsibilities and act in the DSLs absence. The Safeguarding Team at Highgate Wood School is as follows:

1. **Jen Burniston** - Designated Safeguarding Lead [jbu@hws.haringey.sch.uk](mailto:jbu@hws.haringey.sch.uk)
2. **Zaka Malm** - Lead Deputy Designated Safeguarding Officer  
[zma@hws.haringey.sch.uk](mailto:zma@hws.haringey.sch.uk): ext294
3. **Emily Issit** - Deputy Safeguarding Officer, Assistant Head Teacher Key Stage 3  
[eis@hws.haringey.sch.uk](mailto:eis@hws.haringey.sch.uk)
4. **Daniel Cain-Reed** - Deputy Safeguarding Officer, Assistant Head Teacher SENCO  
[dcr@hws.haringey.sch.uk](mailto:dcr@hws.haringey.sch.uk)
5. **Liz McCartney**, Deputy Safeguarding Officer, Lead Maya Angelou Centre  
[emc@hws.haringey.sch.uk](mailto:emc@hws.haringey.sch.uk)

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in Highgate Wood School. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. This is in line with full job description set out in KCSIE Annex C.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate. The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. This will be in person, in very exceptional circumstances this maybe by telephone. A member of the Safeguarding Team will be available out of hours/term time, however, parents are informed to contact police in emergencies and are signposted to external agencies.

The Headteacher will be kept informed of any significant issues by the DSL.

The role of the DSL is to:

#### **Manage referrals**

- The designated safeguarding lead is expected to refer cases:
- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required,
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

#### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- Information sharing and managing the child protection file
- Understanding the view of the children
- Hold and sharing information

- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance –
- PACE Code C 2019.as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO’s), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the Maya Angelou Centre where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college<sup>154</sup>. This includes:
  - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.
- **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in section 13 of this policy.

Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school

as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCO's) are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

- **Raising awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

- **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) will also undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in



providing information and support to local authority children social care in order to safeguard and promote the welfare of children

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the importance of information sharing, both within the school,

and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## Members of Staff

- All members of staff have a responsibility to:
  - Provide a safe environment in which children can learn.
  - Be aware it can happen here and safeguarding is everyone's responsibility.
  - Build trusted relationships with children and young people that facilitates communication.
  - Actively promote welfare and safeguarding, including online safety, of pupils.
  - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  - Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
  - Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
  - To exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
  - Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.  
Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
  - Understand the early help process and their role in it.
  - Understand the school's safeguarding policies and systems.
  - Undertake regular and appropriate training which is regularly updated.
  - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.

- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing. Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 (and Annex A) and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

### Children and Young People

- Children and young people (learners) have a right to:
  - Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account.
  - Contribute to the development of Highgate Wood School safeguarding policies.
  - Receive help from a trusted adult.
  - Learn how to keep themselves safe, including online.

### Parents and Carers

- Parents/carers have a responsibility to:
  - Understand and adhere to the relevant Highgate Wood School policies and procedures.
  - Talk to their children about safeguarding issues and support the Highgate Wood School in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the Highgate Wood School or other agencies.
  - Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

## 10. **Recognising Indicators of abuse and neglect and exploitation**

- All staff at Highgate Wood School are made aware of the definitions and indicators of abuse and neglect (see below), as identified by Working Together to Safeguard Children (2018; updated 1 July 2022) and Keeping Children Safe in Education (KCSIE) 2024.
- **All** staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Highgate Wood School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse

- Emotional abuse
- Neglect

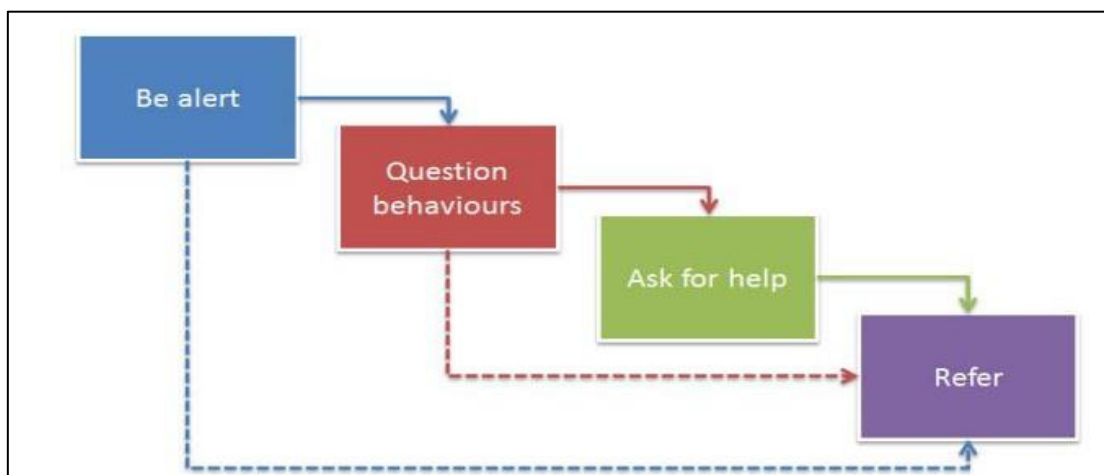
The school recognises that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

For further information see Appendix 1 of this policy and Appendix 7 for links to advice and support.

- At Highgate Wood School all staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):
  - Child abduction and community safety incidents
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child goes missing from education, home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - County Lines
  - Cybercrime
  - Domestic abuse
  - Faith based abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Homelessness
  - Honour based abuse (so called)
  - Mental health
  - Modern slavery & the National Referral Mechanism
  - Online safety (including filtering and monitoring)
  - Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
  - Preventing radicalisation and extremism
  - Relationship abuse
  - Serious Violence
  - Sexual Violence and Sexual Harassment
  - Upskirting
  - Youth produced sexual imagery, nudes/semi-nudes (“Sexting”)
- Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 2 of this policy.
- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- **All** staff, but especially the designated safeguarding lead (deputy and the safeguarded team) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate

relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015)



- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
  - Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
  - By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
11. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead, Jen Burniston or deputy, Chantelle Hall.

## 12. Child Protection Procedures – taking action

Highgate Wood School adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>

Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identify or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).

All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Highgate Wood School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger or suffering harm or likely to suffer harm  
As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.

The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on MyConcern as soon as possible after the alert to the DSL. The handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).

The DSL, along with the Deputy DSLs will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team or the borough the student resides in) and/or the police in line with Haringey LA procedures and home borough of student.

If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call if you are a professional working with children you may be asked to complete a MASH referral form within 24 hours. This should be emailed securely to relevant social services.

Any member of staff/adult making a direct referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

**Action if a concern about a child is not in immediate danger or risk,**

- Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on MyConcern. The DSL will ensure that there is continuous monitoring of the MyConcern throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

**Guidance on receiving a disclosure from a child**

Staff should follow the 4 R's:

**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

**RECORD**

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
- Record on MyConcern asap. Inform the DSL or deputy.

At Highgate Wood School, we will support the student(s), we will 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.

### **Early Help Assessments**

The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Highgate Wood School, in line with Working together to safeguard children (2023), recognises the importance of early recognition and intervention in safeguarding children. The school follows the guidance in paragraph 131 of Working Together to safeguard children in conducting effective early help assessments.

Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL. All staff at Safeguarding CPD throughout the academic year in raising awareness and early identification of any safeguarding concerns. There are weekly messages in the bulletin for staff to refresh and embed their knowledge.

If the DSL views that an early help assessment is appropriate, they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as require. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.

The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves. If, after the request for support or any other planned external intervention, a child’s situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to the student’s borough Safeguarding Team.

### **13. Notifying parents and carers of child protection concerns**

Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL.

The DSL will liaise with the residing student’s borough safeguarding team, before making a decision not to inform parents/carers of a child protection concern.



In the event of a request for support to the Haringey/Islington/Barnet Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by local authority.

Parents/carers will normally be notified in the case of allegations of abuse made against other pupils unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

#### **14. Confidentiality Information sharing and record keeping**

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.

Highgate Wood School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined with KCSIE 2024 and DfE Guidance on Information sharing (May 2024). This is important because information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare, including in relation to educational outcomes.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Highgate Wood School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

##### **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
- share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per guidance outlined within KCSIE 2022
- 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. However, the child should be reassured that:
  - Their disclosure will be taken seriously, and it is not creating a problem
  - Their disclosure will only be shared with relevant staff
  - Staff will be sensitive to their feelings and concerns
  - Their wishes will be heard

- They will be kept informed of actions and support

### **Confidentially**

We will 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. All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

### **Record Keeping**

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding My Concern and passed without delay to the DSL. This should include speaking to the DSL. A body map will be completed if injuries have been observed.

Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decision reached and the outcome
- the rationale for decisions, including referrals and when referrals were not made

If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (an DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only. Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

## 15. **Multi-Agency Working**

Highgate Wood School recognise and is committed to its responsibility to work with the Haringey (and other home student boroughs) LA multi-agency safeguarding arrangements. The Senior Leadership team, DSL and DDSL will work to establish strong and co-operative relationships with professionals in other agencies in line with statutory guidance.

The school recognises the importance of multi-agency and partnership working and is committed to working alongside all agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. The school participates in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Group, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

### **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
- ensure that if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Haringey's Safeguarding Team and/or the police in line with Haringey LA procedures.
- work to develop effective links with relevant services to promote the safety and welfare of all students
- in the event of a request for support to the Haringey's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA. Parent/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- 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.

## 16. **Staff Induction, Awareness and Training**

All members staff members of Highgate Wood School have been provided with a copy of part one of 'Keeping Children Safe in Education' 2024 on My Concern platform which covers safeguarding information for all staff. In addition, all staff members are required to complete an understanding check to show understanding and engagement with document and signed to confirm that they have read and understood KCSIE 2024.

All members of staff have signed to confirm that they have read and understood KCSIE. School Leadership Team and all staff members who work directly with children will read the entire document and access annex A within Keeping Children Safe in Education 2024.

The school aims to keep the profile and importance of safeguarding high. All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection training will take place termly including online safety training. In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in Prevent, mental health, child-on-child abuse and domestic violence.

All staff will receive regular safeguarding and child protection updates via email, e-bulletins, staff meetings, to provide them with relevant skills and knowledge to safeguard children effectively.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.

All staff members (including volunteers, agency and third-party staff) will be made aware of Highgate Wood School expectations regarding safe and professional practice via the staff Code of Conduct

Staff will be encouraged to contribute to and shape Highgate Wood School safeguarding arrangements and child protection policies: CPD opportunities, specialist training, Inset Days regarding trauma informed approach, CSE/CCE etc.

The DSL and Headteacher will provide regular reports to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained. Although the school has a nominated lead(s) for the governing body, Agnus Crawford all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **17. Safer Working Practice**

All members of staff are required to work within our clear guidelines on safer working practice as outlined in Highgate Wood Code of Conduct. Staff are made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance, and all staff receive training in their induction to Highgate Wood School.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking, acceptable Use/online safety and policies relating to pupils' health and safety). Staff will adhere to relevant Highgate Wood School policies.

## 18. Staff Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL/DDSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare. Highgate Wood School will provide appropriate supervision and support for all members of staff to ensure that:

All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.

All staff are supported by the DSL in their safeguarding role. All members of staff have regular reviews of their own practice to ensure they improve over time. The DSL will also put staff in touch with outside agencies for professional support if they so wish. We also offer staff Reflective Practice to our Pastoral Leaders, along with any member of staff can seek support from our in-house counsellors.

## 19. Online Safety

Highgate Wood we are aware that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect, and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:

- The online safety policy
- Mobile phone and social media policy
- Use of images policy
- Remote learning policy
- Threaded through other policies, including policies for the curriculum, subject teaching, behaviour, child-on-child abuse and RSE/PSHE.
- Role and responsibilities of the DSL
- Parental engagement policy

Highgate Wood identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

**CONTENT:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

**CONTACT:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and

**CONDUCT:** personal online behaviour that increases the likelihood of, or causes, harm; for

example, making, sending and receiving explicit images, or online bullying.

**COMMERCE:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

The DSL have overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff. Highgate Wood School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Highgate Wood School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras.

In accordance with KCSIE 2023 has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our online safety, mobile technology, social media, acceptable use and image use policies which can be [here](#).

Highgate Wood School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and these meet the DfE stands for filtering and monitoring (March 2023). These are:

1. identify and assign roles and responsibilities to manage filtering and monitoring systems.
  2. review filtering and monitoring provision at least annually.
  3. block harmful and inappropriate content without unreasonably impacting teaching and learning.
  4. have effective monitoring strategies in place that meet their safeguarding needs
- To ensure we meet the standards for filtering and monitoring, we will:
    - consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
    - be informed in part, by the risk assessment required by the Prevent Duty
    - ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
    - inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
    - require pupils, staff and visitors if they discover unsuitable sites or material,
      - to follow the school procedures of reporting immediately and switching off the screen
      - report the URL of the site to technical staff/services

- record and report to the DSL and appropriate technical staff, any filtering breaches or concerns identified through our monitoring approaches.
- immediately report any access to material believed to be illegal to the appropriate agencies, such as the [Internet Watch Foundation](#) and the Police. ensure that in implementing appropriate filtering and monitoring - “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- we will regularly check **(monthly)** on the effectiveness of the filtering and monitoring systems

Highgate Wood School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

We will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

We will build a partnership approach to online safety and will support parents/carers to become aware and alert by twitter, website and parent mail. We will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.

The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and behaviour. Internal sanctions and/or support will be implemented as appropriate. Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

## 20. **Remote Learning**

At Highgate Wood School we will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom or Satchel One. All remote learning will be recorded.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff code of conduct. Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the school (if anyone) their child is going to be interacting with online and who they contact in case they need help and/or support. (eg tutor, family worker, SENCo, teacher)  
Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

## **20. Safeguarding Children with Special Education Needs and Disabilities or Health Issues**

Highgate Wood School acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation. Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of



support and provision can be found in the school's SEND policy and annual report. The DSL will work closely with the SENCo (to share information and plan support and monitor as required).

## **21. Mental health and children requiring mental health support**

All staff will be made 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. Staff are made aware of how children's experiences, can impact on their mental health, behaviour and attendance and progress in school. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.

Staff 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. Staff are expected to be always vigilant and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or DDSL.

The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying in line with our whole school approach of The Highgate Wood Way 4Cs and mental health strategy.

The school has in place a range of ways to support children's mental health both within and beyond the school. This includes routes to escalate and clear referral and accountability systems. eg training for staff, mental health first aiders, mental health lead, safe spaces, school counsellors, Maya Angelou Centre etc.

## **22. Children in need of a social worker (Child in Need and Child Protection Plans)**

The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child's safety, well-being, welfare, and educational outcomes.

## **23. Looked after children, previously looked after children and care leavers**

Highgate Wood School will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe. The DSL has details of a child's social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status,

contact arrangements with birth parents or those with parental responsibility, and care arrangements. The school has appointed a designated teacher, Jen Burniston who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads (to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from June 2021) a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.

## **24. Children who are absent from education (CME)**

All staff are aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits. At Highgate Wood School, we have robust procedures in place for monitoring, wellbeing and safety of students who are absent from education, particularly on repeat occasions and or/prolonged periods. Any concerns will be acted on as safeguarding. This is also set out in the our Attendance Policy.

The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being, and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.

The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

## **25. Child-on-Child Abuse**

All members of staff at Highgate Wood School recognises that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

- that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
- the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
- that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

In line with KCSIE 2024 the school recognises that child-on-child abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual violence
- sexual harassment
- upskirting
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

*Appendix 3 details the types and forms of child-on-child abuse can take that staff should be aware of can.*

When responding to concerns relating to child on child sexual violence or harassment, school will follow the procedures set out in the school's child-on-child abuse policy or Appendix 5 of this policy. This follows the guidance outlined in KCSIE 2024 Part 5.

The school recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice [DfE Searching Screening and Confiscation Advice](#) (updated July 2022) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings](#). Appendix five lists the requirements

in more detail for the school's approach to child-on-child abuse. This covers the school response, pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or Haringey/Islington/Barnet Safeguarding Team.

## **26. Children who are lesbian, gay, bi, gender questioning**

A child or a young person within Highgate Wood School may be lesbian, gay, bisexual or gender questioning. The school acknowledges that this in itself is not an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, Highgate Wood School is aware that the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactive disorder.

Therefore, we recommend that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

A cautious approach is taken. We consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances here involving parents would constitute a significant risk to the child), including clinical advice is available and how to address wider vulnerabilities such as the risk of bullying. We refer to the DfE Guidance for Schools and Colleges in relations to Gender Questioning Children, when deciding how to proceed.

We recognize that risks can be compounded where children who lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the school's Relationships Education, Relationship and Sex Education and Health Education curriculum. We have a skittles club for our LGBT students.

At Highgate Wood School we do not tolerate any form of Homophobia towards any of our lesbian, gay, bi or gender questioning students.

## **27. Gangs, County Lines, Serious violence, Crime and Exploitation**

Highgate Wood School recognises the impact of gangs, county lines, serious violence, crime, and sexual exploitation. It is recognised that the initial response to child victims is important, and that staff will take any allegation seriously and work in ways that support

children and keep them safe.

All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively (see further information in Appendix 2):

- unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education
- change in friendships/relationships with others/groups
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- significant decline in performance
- signs of self-harm/significant change in wellbeing
- signs of assault/unexplained injuries.

## **28. Female genital mutilation (FGM)**

All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police under section 5B of the Female Genital Mutilation Act 2003.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on all staff. If any member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of 18, the teacher/member of staff must report this to the police. See Appendix B for further details of this so-called 'honour'-based abuse and forced marriage. This is everyone's responsibility. Those failing to report such cases may face disciplinary sanctions.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmf@fcdo.gov.uk](mailto:fmf@fcdo.gov.uk).

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

## **29. Preventing radicalisation**

At Highgate Wood School we have a duty to prevent students from being withdrawn into terrorism.

At Highgate Wood School we recognise that:

- There is no single route to radicalization. However, there are some behavioral traits that could indicate that a learner is susceptible to radicalisation into terrorism.
- Radicalisation is not a linear process. Learners may express a combination of behaviours at different times.

The DSL (and deputies)

- Take any concerns about the potential radicalization of a student seriously, and take the same approach as any safeguarding concern
- Consider an individual's behaviour in the context of wider influencing factors and vulnerabilities
- In most complex cases, speak with the learner and their parents or carers
- Consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm
- Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

The DSL and all staff will undertake any additional Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.

The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.

Children are vulnerable to extremist ideology and radicalisation Schools have a duty to prevent pupils from being drawn into terrorism. Appendix 2 sets more details for staff on preventing radicalisation.

The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.

The School will create a detailed Prevent risk assessment and review annually, based on the risk DfE assessment and advice.

The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such as monitoring and filtering internet use.

### **30. Use of reasonable force**

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking an student's path, or active physical contact such as leading a student by the arm out of the classroom.

The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The school's policy follows DfE guidance [Use of reasonable force in schools](#), and includes:

- response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
- duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
- positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

### **31. Curriculum – Opportunities to Teach Safeguarding**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.

At Highgate Wood School we have put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment.

The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail in the RSE Life Skills and Online Safety Policy. The school makes use of published guidance to develop and deliver this provision, including for RSE, Life Skills, and teaching online safety.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of

others.

The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices. The school has implemented the mandatory DfE Relationships Education/Relationships, Sex and Health Education curriculum. Amend to suit school The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our SMSC, RSE and Life Skills Curriculum policies.

Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate. At Highgate Wood School, we use a variety of drop-down days, key speakers and events to further develop and feel confident in ensuring they are 'safe', along with Life Skills lesson, tutor time and assemblies.

### **32. Alternative provision**

Highgate Wood School sometimes places pupils in alternative provision either on a full or part time basis. The school recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with the school. The school has put in place checks to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety.

This also applies to children who cannot attend school for health reasons and will be considered on a case-by-case basis.

### **33. Elective home education**

If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals, including our Educational Welfare Officer), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (requirement to notify LA on removal from roll).

This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

In line with KCSIE paragraph 179, Highgate Wood recognises that elective home education may not be overwhelmingly positive experience and can mean for some children that that are not in receipt of suitable education. Also, that a child is less visible to the services that are there to keep them safe.

### **34. Private fostering and host families**



Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.

If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related, for example, as part of a foreign exchange visit or sports tour. This is often describes as 'homestay' arrangements. The school will follow the guidance set out in KCSIE 2024 paragraphs 343-346 and Annex D.

### **35. Safer Recruitment**

Highgate Wood School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors, and third-party staff) who are safe to work with our learners and staff.

We will follow the guidance in Keeping Children Safe in Education 2024 (Part Three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS). A sentence could be added here about the school context eg maintained independent, academy or free school.

The governing body/proprietor/leadership/management committee and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

At least one of the persons who conducts an interview has completed safer recruitment training.

Highgate Wood School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

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

Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.

We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

*The full policy is provided in a separate policy or Appendix 3 of this policy.*

### **36. Concerns and allegations against members of staff and adults in the school**

Highgate Wood School recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third party staff (including supply teachers), visitors and contractors, to behave in a way that:

- indicates they have harmed a child, or may have harmed a child; means they have committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

At Highgate Wood School we have processes in place for continuous vigilance, so we can maintain environment that deters and prevents abuse and challenges inappropriate behaviour. To do this we aim to create the right culture and environment so that staff feel comfortable to discuss matters both within and, where it is appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. All staff and volunteers should feel able to raise concerns about poor or unsafe practice (including online) and potential failures in Highgate Wood School's safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing – see section below.

Allegations should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governor, who will contact the LADO.

The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2024, we have policy and procedures in place that covers:

- Allegations that may meet the harms threshold
- Concerns that do not meet the harm threshold
- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Further details are in KCSIE part 4. Appendix 5 of this policy details what the policy

requirements are.

### **Duty to refer to the Disclosure and Barring Service**

Highgate Wood School has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.

When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

### **Duty to consider referral to the Teaching Regulation Agency**

If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

## **37. Whistle blowing**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrong-doing covered by this 'public interest disclosure' includes:

someone's health and safety is in danger;

- damage to the environment
- a criminal offence (eg fraud)
- not obeying the law;
- covering up wrong-doing
- misusing public funds

- actions that negatively affect the welfare of children

All members of staff are made aware of the school Whistleblowing procedure. Policy [here](#). It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. *“If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy”*

The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

Staff should raise concerns with

- Line Manger
- Specified person (or governor) in school such as the headteacher/principal or DSL
- Local Authority
- Union or Professional Association

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **38. The use of premises by other organisations**

Where services or activities are provided under the direct management of staff the school arrangements for child protection will apply.

Where services or activities are provided separately by another body using the school premises, the Headteacher, governing body and leadership will:

- seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- put in place arrangements for the organisation to liaise with the school on safeguarding matters
- include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Highgate Wood School will follow its safeguarding policies and procedures, including

informing the LADO, relating to any incident(s) that happen when an individual or organisation is using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

### 39. Site security and arrangements for visitors

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 305-310 of KCSIE 2024. Visitors will be expected to sign in and out via the office visitors log and to display a visitor’s badge whilst on site.

Visitors will be provided with a leaflet outlining the school’s safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements..

The headteacher will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted. There is a specific lanyard colours for different visitors:

	Lanyard Colour
Contractor	NAVY
Invigilator	STAFF BLUE
Visitor Non DBS	RED
Visitor DBS	GREEN
Supply Staff	STAFF BLUE
After School clubs	YELLOW
Governor	PURPLE

The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school’s premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. At Highgate Wood School we have security and card entry on the main entrance.

### 40. Complaints

The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found [here](#).

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy or Appendix 5 or this policy.

#### **41. Policy Monitoring and Review**

This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.

The DSL and deputy DSL(S) meet fortnightly review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans.

Pastoral Teams and SENCO meet fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Pastoral teams/ weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by tutors/staff.

The Designated Safeguarding Lead and Headteacher will provide regular reporting on safeguarding activity and systems to the governing body and the Leadership team. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

The governing body and the Leadership Team understand its responsibilities and duties as set out in KCSIE 2023 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports, safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/ surveys, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

#### **Appendix 1: Categories & Indicators of Abuse, Neglect and Exploitation**

**All staff should be aware of the indicators of abuse, neglect and exploitation understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online.**

**All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly

relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

#### **Signs that MAY INDICATE physical abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Signs that MAY INDICATE emotional abuse**

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting



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

**Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

**Appendix 2: Specific safeguarding issues (KCSIE Annex B)**

This text is taken from Annex B of KCSIE (updated for KCSIE 2023) which contains further important additional information about specific forms of abuse and safeguarding issues.

As per Part one of this guidance, **if staff have any concerns about a child's welfare, they should act on them immediately.** They should follow the school's child protection policy and speak to the designated safeguarding lead (or a deputy) -

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Contact details are given in table at front of this policy,**

**Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they

start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) 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.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and

- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children who are absent from education.**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), ‘[NPCC- When to call the Police](#)’ and [National Cyber Security Centre - NCSC.GOV.UK](#).

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16).

However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims

and young perpetrators should be offered support.

### **Operation Encompass**

**Operation Encompass** operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at

risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

### **Mental health**

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.

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 has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See

[Every Mind Matters](#) for links to all materials and lesson plans.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is

available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

**Extremism**<sup>145</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation**<sup>146</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism**<sup>147</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](#)

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>148</sup> to the need to prevent people from being drawn into



terrorism".<sup>149</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn

into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel guidance](#).

### **Additional support**

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

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The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are

robust, informed and with good intention.

- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [ETF Online Learning environment](#) provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

### **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

### **Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance

- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence](#).

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities.

Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the

correct set of partners are involved.

### **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

**ACTIONS:** If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>150</sup> that requires a different approach (see below).

### **FGM**

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

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. [FGM Fact Sheet](#).<sup>151</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of

FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK\(www.gov.uk\)](#) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

## **Appendix 3: Safer recruitment**

### **Safer recruitment and DBS checks – policy and procedures**

#### **Recruitment and selection process**

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

#### **Advertising**

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children.
- That safeguarding checks will be undertaken.
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children.
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If

the role is exempt, certain spent convictions and cautions are ‘protected’, so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

### **Application forms**

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders.
- Note that CV’s will not be accepted without an accompanying completed application form.

### **Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them.
- Explore all potential concerns.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true.

### **Seeking references and checking employment history**

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees.
- Ensure any references are from the candidate’s current employer and completed by a senior person. Where the referee is school based, we will ask

for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations.

- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed.
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children.
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate.
- Resolve any concerns before any appointment is confirmed.

### **Interview and selection**

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children.
- Record all information considered and decisions made.

### **Pre-appointment vetting checks**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate

- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
- For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
- For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- Social media checks – KCSIE update 2023 –  
Information: <https://www.tes.com/magazine/analysis/general/kcsie-how-research-applicants-online-profiles>

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

#### **Existing staff**

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or



- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

**Contractors** We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual fall outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Governors**

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### **Appendix 4: Allegations of abuse made 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 2024) and the HSCP's guidance available on their 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.

#### **Duty to refer to the Disclosure and Barring Service**

- **engaged in relevant conduct in relation to children and/or adults,**
- **satisfied the harm test in relation to children and/or vulnerable adults; or**
- **been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.**

Highgate Wood School has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has: The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

#### **Duty to consider referral to the Teaching Regulation Agency**

If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

#### **Appendix 5: Online safety**

**KCSIE 2024 has further increased focus on online safety and protecting children abuse, including cyber-bullying and use of nudes and semi-nudes.**

- Staff awareness that abuse can take place online Para 24, 26, 29, 31, 35, and 123
- Documented whole school approach to online safety that takes account of the 4Cs (conduct, content, communication and commerce) Para 134-135
- Online safety policy that also cover use of mobile and smart technologies, consideration of the 4 Cs and the risks posed to pupils both at home and school and how the school addresses these Para 137,
- Dealing with cybercrime Page 143 Annex B
- Coverage should include child-on-child abuse, sexual harassment and social media Paras 24, 32-35, 45-47 also Annex B page 141 (county lines), page 147 (Prevent) and

paras 451-453 and page 149 (sexual harassment) including non-consensual sharing of nudes and semi-nudes and/or videos and how these can put children at risk

- Training for staff in online safety Para 123-127
- Opportunities to teach children about online safety this includes duties of governing body, teaching of RSE, use of DfE advice 'Teaching online safety in schools' and how the school manages increased risk for some SEND children Para 128-133
- Online safety is a thread across all relevant policies and procedures Para 136
- Remote learning and safe approaches – identify to parents websites child may access and who from school they maybe in contact with Para 138-139
- Overblocking Para 133
- Filtering and monitoring Para 133, 140-142
- Information security Para 143
- Reviewing online safety (use of review tools) Para 144-148
- Information and support Para 147 & Annex pages 156-157
- DSL takes lead role for online safety Para 102 (if delegated who to and how)

## **Appendix 6: Child-on-child abuse**

Whole section has been updated in response to revision to Part 5 KCSIE 2024.

Highgate Wood School will respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. Dealing with child-on-child abuse (bullying) that is not classed as sexual violence and sexual harassment

**Types of child-on-child abuse** listed in KCSIE (para 35):•

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

#### Awareness:

All staff aware of procedures to minimise the risk of child on child abuse, through continuous training through staff meeting, briefings and bulletins.

- Systems are in place and are well promoted to all students on how to confidently report abuse, through online bully/harassment form. Student are aware of where they can find the safeguarding team
- Student's can report any form of Child on Child abuse on Toot Too, our online student report system.
- Allegations of Child on Child abuse are recorded, investigated and dealt with;
- At Highgate Wood School, there are clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported, we sign post to The Light House and Women Against Violence, along with in school support.
- At Highgate Wood School we are aware that even if there are no reported cases of Child on Child abuse, such abuse may still be taking place and is simply not being reported; At Highgate Wood School, there is a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- We are aware that it is more likely that girls will be victims and boys' perpetrators, but that all Child on Child abuse is unacceptable and will be taken seriously; and
- the different forms child on child peer abuse can take, such as:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment *Part 5 and DfE September 2021 SVSH guidance)*
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting) and school approach (refer to DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence)
- initiation/hazing type violence and rituals.

#### **At Highgate Wood School;**

- Staff understand that 'it can happen here' *Para 33, 445, 446, 450, 451 and 482*
- Staff understand that it happens inside and outside school and online *Para 445-449, 450 and 451*
- Staff have an understanding of the importance of acknowledging and understanding scale of harassment and abuse, reference to term harmful sexual behaviours and the impact on a child *Para 454-457*
- Staff are aware of the definitions of sexual violence *Paras 450* and sexual harassment *Para 452*
- Staff are aware that students may not find it easy to tell staff and a reminder that

children can show signs in ways they hope adults will notice and react through Safeguarding assemblies. There are safeguarding posters in all classrooms detailing who the safeguarding team are. We also have signs on office and classroom door showing who students can talk regarding all safeguarding matters. **Para 19 and 459-463**

- We have a zero-tolerance approach – never acceptable or tolerated **Para 450**
- We are aware that our female students are more likely to be victim of sexual violence or sexual harassment and we have create our Safer Environment Student Working Party to empower our female students. **Para 156 and 448**, we also recognise the increased risk for SEND pupils
- All incidents of bullying are recorded, analysed, and reported to governors and senior leaders. This includes looking for patterns and trends and links to safeguarding.

### **Non-sexual child-on-child abuse**

The school's current procedures for dealing with bullying that is non-sexualised:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

### **Child-on-child sexual violence and sexual harassment**

At Highgate Wood School, the designated safeguarding lead (or deputy) will be involved in the decision making on the initial response by the school. Important considerations will include: **(Para 482)**

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate
- personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or

college staff, and

- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

### **Responding to a report of sexual violence and sexual harassment**

**Steps Highgate Wood School will take** in response to a report [Para 465-469](#)

- **reassurance** for victims that they are taken seriously, regardless of time taken to come forward and that abuse can have occurred online or outside school, not creating a problem, reassured not to feel ashamed or that they will be criminalised [Para 468](#)
- **record keeping** - recording all discussions and decisions in writing on My Concern [Para 469](#) the **management of reports**, two staff present, if online – not viewing images, not promising confidentiality, trauma/impact of reporting, listening, additional barriers of reporting for some pupils, fact recording only, informing DSL as soon as possible [Para 469](#)
- **risk assessment** process, including involving social care [Para 479-481](#)
- **follow up actions** - what to consider, such as age of child, seriousness of incident, power imbalance [482-483](#)
- **four management options** 1) manage internally, 2) early help, 3) referral to children's social care and 4) reporting to Police [484-507](#)
- **unsubstantiated, unfounded, false and malicious reports** - review of records for patterns of concerning and problematic or inappropriate behaviour and if found false, consideration that the child and/or person who made allegation is in need of support and any disciplinary action [Para 527-529](#)
- **ongoing response** – safeguarding & supporting the victim [Para 530-539](#)
- **safeguarding & supporting** the alleged perpetrator(s) and children/YP who have displayed harmful sexual behaviour [Para 540-542](#)
- **discipline** and the alleged perpetrators [Para 543-545](#)
- **working with parents and carers** [Para 546-551](#)
- **safeguarding other children** [Para 552-557](#)

### **Responding to incidents of Bullying, Discrimination and Sexual Harassment**

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At Highgate Wood School, we have a zero-tolerance policy towards bullying and discrimination. It is essential for all individuals to demonstrate courtesy and respect towards one another – this is The Highgate Wood Way.

Any language or behaviour of a discriminatory nature is not ok, and this includes students/staff of the same characteristics listed below being discriminatory to each other.

For example:

- It is not ok for anybody to use the N word, even if you are black.
- It is not ok for anti-gay jokes, even if you are gay.
- It is not ok for anti-Islamic sentiments to be conveyed, even if you are Muslim.
- It is not ok to joke about anti-Semitism, even if you are Jewish.
- It is not ok to make fun of people with disabilities, even if you are someone working with your own.
- It is not ok to be sexist, whether towards the opposite sex or your own. It is not ok to make

fun of anyone regardless of how they choose to identify themselves.

**All incidents of Bullying, Discrimination and Sexual Harassment must be recorded on MY CONCERN**

<p style="text-align: center;"><b>INCIDENTS RELATING TO DISCRIMINATION</b> (<i>Abuse relating to race or religious beliefs; Abuse relating to sexual orientation; Abuse relating to gender identity; Abuse relating to disability</i>)</p>	<p><b>As a school, our definition of Discrimination is the following:</b></p> <p>Discrimination is when a person is treated differently because of some aspect of their identity. It is the unfair or prejudicial treatment of people, groups or an individual person based on characteristics such as ethnicity, nationality, race, gender, religion, age, disability or sexual orientation. It is comments and/or behaviour intended to hurt someone emotionally or physically with a focus on a specific characteristic.</p>
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<p><b>INCIDENTS OF BULLYING</b></p> <p><b>Bullying</b> is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.</p> <p>Bullying is, therefore:</p> <ul style="list-style-type: none"> <li>- Deliberately hurtful</li> <li>- Repeated, often over a period of time</li> <li>- Difficult to defend against</li> </ul>	<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
	Emotional	Being unfriendly, excluding, tormenting
	Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
	Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
	Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



	Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
	Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**INCIDENTS RELATING TO SEXUAL HARASSMENT**

*It is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”.*

**As a school, our definition of Sexual Harassment is the following:**

Unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting, up skirting, flicking of bra straps, child-on-child abuse. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

## RESPONDING TO INCIDENTS

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Follow the steps below if:

1. If you witness an incident which you deem to match the definitions above
2. If a student reports an incident of discrimination, bullying or sexual harassment.

### RESPONDING TO INCIDENTS

**1**

## RECEIVE

- Do not dismiss any forms of discrimination, bullying or sexual harassment.
- It is never acceptable, and it will not be tolerated. It should never be passed off as “banter” or “just having a laugh”.
- **Listen**

**2**

## REACT

- Make it clear to the perpetrator(s) that it is essential for all individuals to demonstrate courtesy and respect towards one another – this is The Highgate Wood Way.
- Check on the victim.

**3**

## RECORD

- **Place incident on My Concern**
- You need to give a factual account of what you witnessed, or what the student disclosed.
- You must list the names of the students involved, including participants, perpetrator(s), victim(s) and any potential witnesses.

**4**

## RESPOND

- The parents of the perpetrator(s) and victim(s) involved must be contacted.
- Discussion with victim regarding further support that may be needed.
- The incident will be investigated with support from the pastoral teams and, if necessary, the behaviour management support workers.

## SANCTIONS

<b>LACK OF COURTESY</b>	<b>Lack of Courtesy - Racist Abuse</b>	<i>Suspension depending on severity and in discussion.</i> First instance: 2-day isolation Second instance: 3-day external isolation Repeated behaviour: 5-day external isolation, <i>suspension depending on severity and in discussion</i>
	<b>Lack of Courtesy – Abuse against sexual orientation</b>	<i>Suspension depending on severity and in discussion.</i> First instance: 2-day isolation Second instance: 3-day external isolation Repeated behaviour: 5-day external isolation, <i>suspension depending on severity and in discussion</i>
	<b>Lack of Courtesy – Abuse relating to disability</b>	<i>Suspension depending on severity and in discussion.</i> First instance: 2-day isolation Second instance: 3-day external isolation Repeated behaviour: 5-day external isolation, <i>suspension depending on severity and in discussion</i>
	<b>Lack of Courtesy – Sexual misconduct</b>	Discussion with Head Teacher and DSL <b>Verbal</b> First instance: 2-day isolation Second instance: 3-day external isolation Repeated behaviour: 5-day external isolation, <i>suspension depending on severity and in discussion.</i> <b>Physical</b> Student remains at home whilst investigation

### Appendix 7 - Sources of support and advice

Additional links can be found throughout KCSIE 2024, and in Annexes B (specific issues) across pages 153 – 160.

#### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: The online tool Report Child Abuse to Your Local Council directs to the relevant local children’s social care contact number: [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](http://www.nspcc.org.uk)

#### Support for Learners

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Kooth: [Home - Kooth](http://www.kooth.com)

- Sharp:

### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)

### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### **Personal, social and health education and Relationships and sex education**

- DfE: [www.gov.uk](http://www.gov.uk) Relationships and sex education (RSE) and health education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- DfE: [www.gov.uk](http://www.gov.uk) Plan your relationships, sex and health curriculum - GOV.UK ([www.gov.uk](http://www.gov.uk))
- DfE: [www.gov.uk](http://www.gov.uk) Engaging parents with relationships education policy - GOV.UK ([www.gov.uk](http://www.gov.uk))
- PSHE Association: [Home | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### **Covid and remote learning**

- DfE safeguarding and remote learning is available: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- The Education People: [Safer Remote Learning during COVID-19: Information for School Leaders and DSLs | The Education People](http://www.educationpeople.org.uk)
- DfE: [Education recovery support - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Domestic Abuse**

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

### **Honour Based Abuse and FGM**

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Forced marriage resource pack: [Forced marriage resource pack - GOV.UK](http://www.gov.uk)

[www.gov.uk](http://www.gov.uk))

- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### **Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:**

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- National bullying helpline: [Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://Information and advice about all forms of bullying (nationalbullyinghelpline.co.uk))
- Kidscape: [Help With Bullying \(kidscape.org.uk\)](http://Help With Bullying (kidscape.org.uk))

### **Serious violence, gangs, county lines child exploitation**

- Home Office: [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](http://Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk))
- DfE: [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](http://Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk))
- Home Office: [Serious Violence Strategy - GOV.UK \(www.gov.uk\)](http://Serious Violence Strategy - GOV.UK (www.gov.uk))

### **Substance Misuse**

- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- PHSE Rsie above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](http://Mental wellbeing | Overview | PHE School Zone)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://Mental health and behaviour in schools - GOV.UK (www.gov.uk))

### **Online Safety**

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)

- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [Social media and online safety | NSPCC Learning](#)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*'  
[Education for a Connected World - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- UK Council for Internet Safety (UKCIS): [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Radicalisation and hate**

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