

Highgate Wood School Safeguarding and Child Protection Policy 2021

‘Making a positive difference to students’ achievements and experiences, maintaining the highest expectations and inspiring self-belief’

Ratified by the Governors Personnel Committee: 02 February 2021
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This Policy is due for review September 2022 (Every year)
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Safeguarding and Child Protection Policy

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1 KEY CONTACTS

SCHOOL STAFF	
Designated Child Protection Lead	Jen Burniston* jbu@hws.haringey.sch.uk
Designated LAC Teacher	Jen Burniston jbu@hws.haringey.sch.uk
Deputy Designated Child Protection Lead	Liz McCartney* emc@hws.haringey.sch.uk
Nominated Child Protection Governor	Angus Crawford
Head Teacher	Patrick Cozier headteacher@hws.haringey.sch.uk
LOCAL AUTHORITY CONTACTS	
Early Help Advice Line	020 8489 4470 020 8489 4533
Local Authority Designated Officer	Shauna Mc Allister 020 8489 2968 / 1031/5432/3205 LADO@haringey.gov.uk
Haringey Safeguarding Children's Partnership	020 8489 3145 hscp@haringey.gov.uk
Channel Helpline	0207 340 7264

*If you are unable to locate Jen Burniston or Liz McCartney contact Patrick Cozier Headteacher, Katerina Christodoulou Deputy Head Teacher, Matt Dobrashian, SENCO, or any Heads/Deputy Heads of House

2 INTRODUCTION

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

Highgate Wood School fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children. Staff working with children at Highgate Wood School are advised to maintain an attitude of *'Think the unthinkable'* where safeguarding is concerned. Practitioners who work with our students will read this policy within the framework of the following guidance and legislation:

- Keeping children safe in education: statutory guidance for schools and colleges (September 2020)
- Working Together to Safeguard Children (July 2018) statutory guidance
- London Child Protection Procedures, 5th Edn. (2015)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014
- Haringey 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 <https://www.government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Information Sharing: Advice for Practitioners 2018. DfE
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) May 2018
- Ofsted: Education Inspection Framework 2019
- Whistleblowing Policy 2018

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

This policy sets out how the Schools governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at this school. Our policy applies to all staff; and others, paid and unpaid, working in the school

including governors. It is consistent with the HSCP procedures and guidance has been sought in the writing of this policy.

We acknowledge that some learners will have returned in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and local authority) to ensure necessary services and support are in place to support our students.

Please refer to Appendix 6 on guidance for our lockdown procedures (COVID 19).

DEFINITION OF SAFEGUARDING

In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Prevention 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

The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

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| ○ Abuse and Neglect | ○ Hate |
| ○ Bullying (including cyberbullying) | ○ Homelessness |
| ○ Children with family members in prison | ○ Honour based abuse |
| ○ Children Missing Education (CME) | ○ Human trafficking and modern slavery |
| ○ Child missing from home or care | ○ Mental Health |
| ○ Child Sexual Exploitation (CSE) | ○ Missing children and adults |
| ○ Child Criminal Exploitation (CCE) | ○ Online safety |
| ○ County Lines | ○ Peer on peer abuse |
| ○ Domestic Abuse | ○ Preventing radicalisation and extremism |
| ○ Drugs and alcohol misuse | ○ Private fostering |
| ○ Extra Familial Harm | ○ Relationship abuse |
| ○ Fabricated or induced illness | ○ Serious Violence |
| ○ Faith based abuse | ○ Sexual Violence and Sexual Harassment |
| ○ Female Genital Mutilation (FGM) | ○ Upskirting |
| ○ Forced marriage | ○ Youth produced sexual imagery or “Sexting” |
| ○ Gangs and youth violence | |
| ○ Gender based abuse and violence against women and girls | |

(Also see Annex A within ‘Keeping children safe in education’ 2020)

3. PRINCIPLES AND AIMS

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

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

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

- ensure we have a **Designated Safeguarding Lead (DSL)** (and a deputy) responsible for child protection who have received appropriate training and support for this role
- ensure we have a **nominated governor** responsible for child protection
- ensure every member of staff (including temporary, supply staff and volunteers) and every member of the governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role
- ensure all staff have regular training in, and are familiar with, the categories and possible signs of abuse and neglect
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website
- notify social care if there is an unexplained absence of a student who is being supported by Children's Services
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters
- attend and take part in core groups and conferences as and when required
- keep written records of concerns about students, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main student file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer (see [Whistleblowing Policy 2018](#) and HSCP guidance)
- ensure safe recruitment practices are always followed, see Keeping Children Safe in Education September 2020
- ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 2018

3.1 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 to 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. IMPLEMENTATION

The four key elements to our policy are:

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

Building Resilience

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

The school will therefore:

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

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

The school will endeavour to support the student through:

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

5. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Where we have concerns about the welfare of a child we will follow the procedures set out by the HSCP. A copy of these procedures can be found on their website:
hscp@haringey.gov.uk

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

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

We will ensure that all staff, and others working in the school – both paid and unpaid, including governors, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. For this we follow the Haringey policy.

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

5.1 Multi-Agency Working

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

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.

5.2 Record Keeping

The school will:

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

5.3 Confidentiality and information sharing

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

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

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the Data Protection Officer, DSL or children's social care as required
- share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per guidance outlined within KCSIE 2020.
- ensure that the Headteacher or DSL/deputy will only disclose any information about a student to other members of staff on a 'need to know' basis, including domestic violence notifications
- make all staff aware that they have a professional responsibility to ensure the security of all personal data but also, where appropriate, to share information with other agencies in order to safeguard children
- ensure staff are clear with students that they cannot promise to keep secrets
- ensure that statutory guidance on recording allegations against adults are followed

5.4 Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care

5.5 Procedures for staff where there are concerns about a student

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

- Pass on your concern to the DSL or deputy as soon as possible. Child protection must take precedence above all else and can initially be passed on verbally.

- As soon as possible, complete a 'Record of concern' sheet (**Appendix 3**) and give this to the DSL or the deputy. This written note should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations **should not** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.
NB if there is insufficient time to complete a Record of Concern sheet please send an email with all the relevant information to the DSL/Deputy as soon as possible.
- Remember confidentiality, and do not discuss your concern with others unnecessarily.
- Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Safeguarding Lead or deputy

5.6 What to do if a student discloses something to you

Receive

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

Reassure

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

React

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

Record

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

5.7 Supporting the student

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

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

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

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

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

Physical Abuse/Emotional Abuse/Neglect

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

Children of Substance Misusing Parents/Carers

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

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

This is particularly important if the following factors are present:

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

Domestic Abuse

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

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

Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

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

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.

- a student may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.
- a student may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
- a student may request help from a teacher or another adult.
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

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

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

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

Child Sexual Exploitation (CSE)

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

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

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

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

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

Preventing Violent Extremism

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

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

Recognising Extremism - early indicators may include:

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

What will school do?

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

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

Channel

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual’s needs. If you are concerned that someone

you are working with is at risk of getting involved in extremism, contact the Channel Coordinator. To discuss any potential referral, please email: prevent@haringey.gov.uk

Digital safety and dangers online

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

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

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

Peer on Peer Abuse

All members of staff at Highgate Wood School recognise that children are capable of abusing their peers. Highgate Wood School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Highgate Wood School recognises that peer on peer abuse can take many forms, including but not limited to:

- bullying (including cyberbullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Highgate Wood School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

We will follow the advice as set out in the non-statutory UKCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' and the local guidance.

When responding to concerns relating to child on child sexual violence or harassment, we will follow guidance outlined in part five of KCSIE 2020 and 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'.

Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved. All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.

Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:

- pastoral support from Head of House/Deputy Head of Houses/Tutor and Safeguarding Team
- working with parents/carers
- in cases of sexual assault, informing the police and/or Haringey's Safeguarding Team.
- Support if necessary from The Lighthouse.

Gangs, County Lines, Serious violence, Crime and Exploitation

The school recognises the impact of gangs, county lines, serious violence, crime and 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:

- 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

Mental Health

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 aware of how children's experiences, can impact on their mental health, behaviour and education.

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.

If staff 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 a deputy.

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

5.9 What happens after any concern is reported?

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

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

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

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

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

5.10 Alternative Provision

When a student is educated off site on what is commonly referred to as 'Alternative Provision' we will take responsibility to ensure that the educational provider meets with legal safeguarding requirements and seek written confirmation to ensure all the necessary and statutory safeguarding and health and safety checks and obligations have been met.

6. SUPPORTING VULNERABLE CHILDREN

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

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

The school will support the student through:

- curricular opportunities to develop self-esteem and self-motivation.
- promoting a positive, supportive and safe environment

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

6.1 Children with Special Educational Needs

The school has students who may have additional needs and/or communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behavioral/mood changes or injuries and not to assume they are related to the child's disability/SEND need and to be aware that children with SEN disabilities may not always outwardly display indicators of abuse.

All staff need to be aware that students who have Educational Health Care Plans (EHCP) may have a range of behaviours and not all of these may be linked to their special education need or disability but may instead be the consequence of safeguarding issues.

Staff who have contact with students on EHCPs should be open to the possibility that safeguarding and child protection issues can also cause different behaviours and they must be as vigilant to this as they would any other student. Furthermore, due consideration must be given to the possibility that a student who is underachieving, presents difficult behaviour or appears to have special education needs may have safeguarding and child protection needs. We will also be vigilant to a SEND student's susceptibility to bullying, isolation and abuse from peers and we will protect our most vulnerable students.

The DSL will work closely with the SENDco, Matt Dobrashian to plan support as required. We ensure that all students have access to a range of adults with whom they can communicate confidently.

6.2 Looked After Children

Looked after Children (LAC) or students who have ever been in the care system may present particular vulnerabilities and our LAC or previously LAC students are supported and cared for throughout their time here at Highgate Wood School.

House Teams, the Key Stage Assistant Head Leas as well as our LAC Designated Teacher keep our LAC students 'in mind' and are vigilant to any safeguarding concerns. Communication between carer, social workers, the 'Virtual School' and other professionals is frequent and encouraged to protect our LAC students and to facilitate the best outcomes, socially, emotionally and academically.

As with other students, our safeguarding protocols ensure that where a LAC or previously LAC student is deemed at significant risk then the DSL will act immediately; in the case of a current LAC this will involve immediate contact to the student's social worker.

Our Looked After Children Designated Teacher is Jen Burniston

6.3 Children Missing from Education

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

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

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

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

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

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

7 SAFER RECRUITMENT: SINGLE CENTRAL RECORD, DBS CHECKS

Keeping Children Safe in Education (September 2020) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:

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

- be interviewed, with at least one question referring to child protection knowledge

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

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

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

Volunteers

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

7.1 Governors

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

7.2 Single Central Record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the DfE's April 2014 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

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

7.3 Visitors and guest speakers to school

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

7.4 Signing In

All visitors must report to Reception and sign in followed by wearing a photographic ID at all times. All visitors will be provided with a pamphlet outlining our safeguarding procedures which they must keep with them whilst on the school premises. Depending on the nature of the visit all should be escorted/supervised during the school day.

7.5 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' 2020 which covers safeguarding information for all staff. In addition, all staff members are required to complete an understanding checks to show understanding and engagement with document. All members of staff have signed to confirm that they have read and under 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 2020.

The DSL ensures that all new staff receive child protection training to confirm they are aware of the schools internal safeguarding processes as part of their induction. All staff members will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place annually.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates via email, e-bulletins and staff meetings at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The DSL and Headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

8 MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF

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

The school will consult with the Local Authority Dedicated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as set out in Keeping Children Safe in Education (September 2019) 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. (see e-safety policy).

8.1 Working 1:1

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

8.2 During, Before and After School Activities

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

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

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

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

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

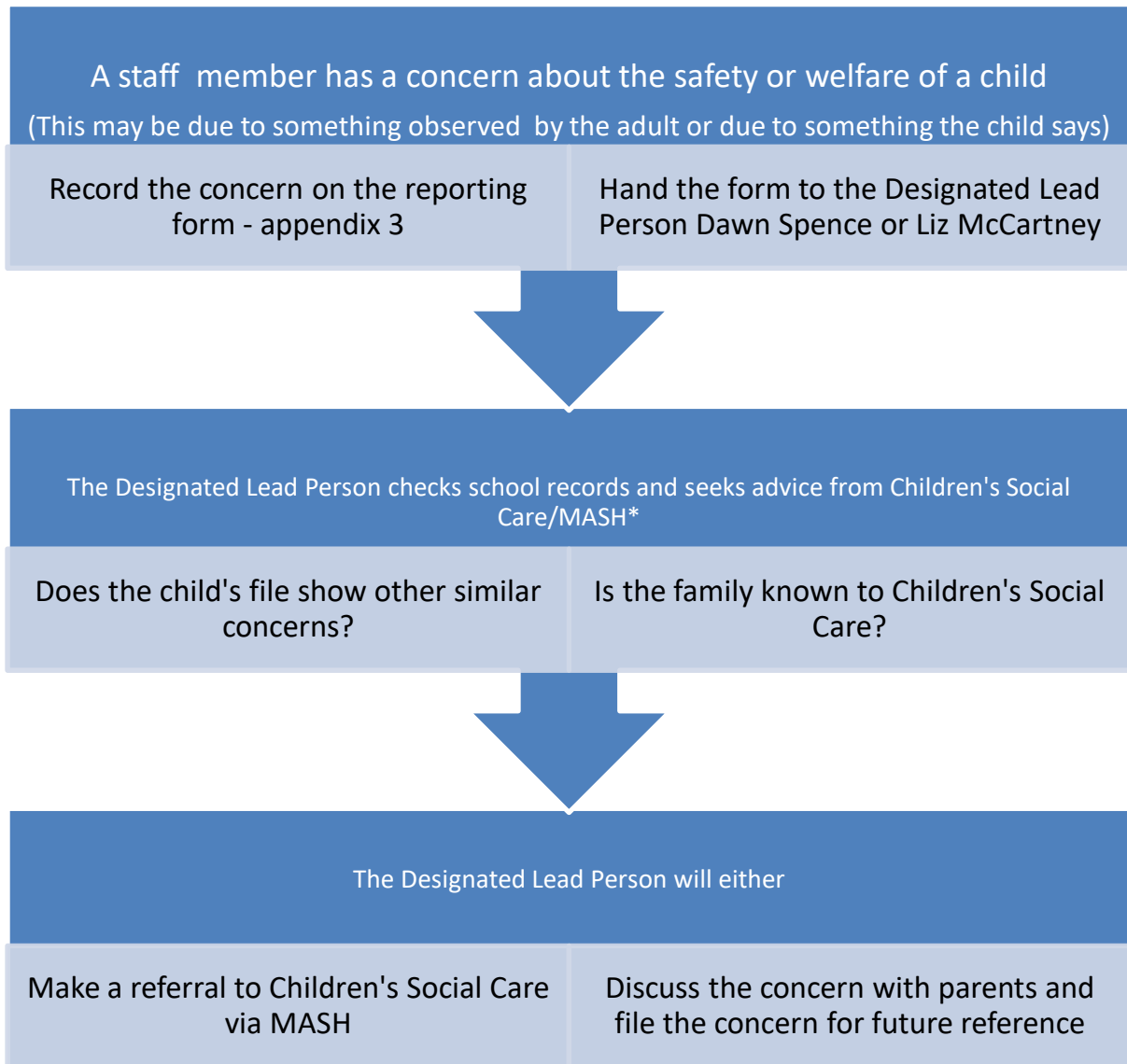
9. IMPLEMENTATION, DISSEMINATION AND REVIEW

This policy is reviewed annually by the Designated Safeguarding Lead and ratified by the governing body. All staff must read and agree to the policy during their induction. At this time they must also read Part 1 of Keeping Children Safe in Education (September 2020).

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

Appendix 1: Overview of Procedures

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



Multi Agency Hub Service

Where there is no immediate risk of significant harm or abuse to the child, but where we believe some early help and additional support may be needed, completed forms will be logged and recorded securely and confidentially and any electronic copies of the form will be sent via a secure email account.

Parents and carers will not necessarily be informed of a referral if a child is deemed to be at significant risk; similarly, information and data can be shared amongst external agencies and professionals without the consent of parents and carers where there is deemed to be a serious safeguarding concern.

Referrals to other services will be made through MASH and may require parent/carer permission. These forms may be completed by the Pastoral Team under the guidance of the Designated Team and will provide support to the child from a range of outside agencies. Staff members should begin by completing a referral form and then emailing this to mashreferral@haringey.gov.uk . All forms are emailed with the DSL copied in.

The MASH form provides a common template that collects information on:

- the child and their parent/carer
- the reasons for their contact
- current family and home situation
- your initial thoughts on the child and family's strengths and resources, and their needs and worries
- services that you know are currently working with the child, including their GP and early years/school/further education or training provider
- the child and the parent/carer's comment on the contact and their current circumstances

In the majority of cases, professionals should also obtain prior consent to make the contact from the child's parent/carer.

Appendix 2 - Categories of Abuse

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

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

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

Physical abuse

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

Signs of physical abuse:

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

Sexual abuse

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

Signs of sexual abuse:

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

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

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

Emotional abuse

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

Signs of emotional abuse:

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

Neglect

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

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

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

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

Signs of neglect:

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

NB Poverty and neglect are totally different

Other areas of concern may be:

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

Appendix 3 –Record of Concern

RECORD OF CONCERN

PLEASE PASS WITHOUT DELAY TO JEN BURNISTON (or Liz McCartney) DESIGNATED STAFF FOR SAFEGUARDING

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

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

Front view

Back view

Left		Right

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

THIS IS A DOUBLE-SIDED SHEET

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

Appendix 4 – The Role of the Designated Senior Lead

The Role of the Designated Senior Lead

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

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

Areas of responsibility

- Refer cases of suspected abuse or allegations to the relevant agencies
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with the relevant agencies
- Liaise with the Head Teacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.
- Coordinate safeguarding action for individual children. When supporting children with a social worker or looked after children the DSL to know the details of the social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how the HSCP operates, the conduction of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- Be able to keep detailed accurate secure written records of referrals/concerns
- Obtain access to resources and attend any relevant training course at least every 2 years
- The DSL and deputies will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following COVID-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

Raising Awareness

- Ensure the Safeguarding Policy and Child Protection Policy is updated and reviewed.
- Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the senior leadership team.
- If students leave the school, their Child Protection records must be transferred separately from their main student file

Appendix 5 – The Role of the Headteacher

The Role of the Headteacher

Head Teachers need to:

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers – refer to the school’s personnel handbook) which are consistent with those agreed by the 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.

Appendix 6 – All members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand Highgate Wood School safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children’s special; care ad statutory assessment under the Children Act of 1989.
- 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.
- Be able to identify and act upon indicators that children are, or at risk developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

Appendix 7 – COVID 19 information May 2020

PART A – COVID-19 SAFEGUARDING GENERAL GUIDANCE AND INFORMATION

During the school closure due to the pandemic Coronavirus COVID-19, this appendix outlines revised safeguarding and child protection procedures. School is a safe place for children, a place where they access key adults and outside agencies.

Highgate Wood School will follow DfE guidance:

- if anyone has a safeguarding concern regarding any student they should follow the usual procedures within the Safeguarding Policy and send an email immediately to the Designated Safeguarding Lead or Deputy Safeguarding Lead who are available every day: dbs@hws.haringey.sch.uk and emc@hws.haringey.sch.uk
- students should also continue to be protected when they are online. Staff will receive guidance and support to help students navigate the online world safely and with an appropriate level of caution and critical thought. They will remind them of the various reporting tools available to use.
- whilst we are unable to monitor or restrict internet access of students at home we will provide families with guidance, including available guidance from the Department for Education and CEOP, to support them in keeping their children safe online
- where students are using a device provided by the school, the school will maintain an appropriate level of filtering and monitoring to support their safety and well-being and to preclude access to resources that may be inappropriate.
- where possible, for example within Google Classrooms, we will maintain a level of security and control of the online environment to support good and safe internet use.
- whilst we operate our Small School we continue to operate within the parameters set out within our existing Safeguarding Policy. We will not permit any person onto our school site unless prior arrangements have been made and all the usual DBS checks are in place

Vulnerable and Key Worker Provision

In line with government guidance, the Highgate Wood School closed to all students, in all years from Friday 20th March 2020. This is to enable the school to manage the level of infection risk of COVID-19. A very limited provision remains open for the most vulnerable students and children of key workers.

The current provision is located at Highgate Wood School. A member of the Senior Leadership Team and at least four other members of school staff are present every day.

Vulnerable and Key Worker Attendance

The school does not need to complete the usual day-to-day attendance processes to follow up on non-attendance. Highgate Wood School and social workers/outside agencies have agreed with families whether vulnerable students should be attending our education provision. We will follow up on any student who we are expecting to attend but does not. In all circumstances where a vulnerable student does not take up their place at our small school, or discontinues, we will notify their social worker as necessary.

Identified Vulnerable Students – LAC, CIN, CP Plans, other students considered ‘vulnerable’
The Pastoral and Safeguarding Team have identified all LAC, and students who are on CP Plans or CIN. Each of these students have been allocated a member of our Pastoral and Safeguarding Team

who will 'check in' with the parent / carer AND student every week by telephone and/or email. All communication will be recorded on SIMS during the school's closure.

The Designated Safeguarding Lead and Deputy will update allocated social workers, CAMHS workers and Family Support Workers as appropriate to ensure that all agencies continue to work effectively together during the school closure. Where appropriate, the DSL, Deputy SL and Pastoral Team will continue to attend Child Protection meetings virtually or remotely.

Additional 'vulnerable' students

An additional list of 'vulnerable' students has been identified across all years for weekly communication by at least one identified member of staff who knows the student and family. These are students who are likely to be known to Early Help, have significant mental health concerns, are previously known to social care, currently see a mentor or Open Door counsellor, or have SEN needs. All communication for these students will be updated on SIMS.

Staff have been advised to send an email to the DSL or Deputy SL should any safeguarding issues arise during school closures.

The DSL, Deputy SL and Pastoral Team remain in regular contact with each other, monitor their emails on a daily basis and continue to support students, their families and outside agencies during the school's closure.

SEN and EHCP Students

The SENCO and the SEN Team will take responsibility for communicating regularly with students with EHCPs and updating SIMS.

Online safety

During the closure period, staff and students are working and learning from home. This involves significantly more time spent online. During this period it is important to safeguard students and staff from potential harm and give them a route for reporting concerns.

Practices should, as far as possible, mirror normal school life. Given that contact is now remote it is understood that any systems put in place will be difficult to enforce and that children's safety, whilst out of school, is the responsibility of their parents and carers.

Students will be made familiar with and encouraged to use the online reporting tools that are available to them, including the school's reporting tool in Google Classroom, the online bullybox and the reporting bullying tool within epraise. They will also be reminded regularly of the Acceptable Use Policy that they have already agreed to and with its code of conduct which extends beyond the school gates to Highgate Wood School's online environment.

Staff should refer to the school's Digital Safety Policy and this appendix should be used in conjunction with that document. They should also access the school's online safety page <https://hws.haringey.sch.uk/students/student-resources/safety-online/> which directs them to CEOPS and other reporting and support tools, and also to the Well Being and Mental Health page on the school website. <https://hws.haringey.sch.uk/online-learning-mental-health-and-well-being/>

Staff should also refer to the Highgate Wood School COVID19 communication guidance below.

Staff should:

- Use existing and approved online tools such as Show My Homework, SAM Learning, ePraise, Tassomai, Kerboodle and Google Classrooms
- Staff should not communicate with students using either the students' personal email accounts or their own personal email accounts.
- When phoning students, staff should call a parent's telephone number and speak to a parent before speaking to a child, except in the case of the sixth form. If phoning from a personal phone staff should hide their caller ID.
- All telephone calls home should be logged on SIMS
- Staff should not use videos or photographs of themselves in their teaching materials.
- Report any concerns about child protection immediately as above
- Remain mindful around issues of online radicalisation and use the existing reporting procedures for notifying concerns.

Online Learning

The school is providing online resources and links to support students' learning throughout the school's closure. The school will continue to use online platforms already familiar to students such as: Show My Homework & SAM Learning. Staff must only communicate via students' school email addresses and copy in their parents/carers. A number of online recommended sites and links have been provided by departments to support learning.

Students who have been asked to work online have received clear reporting routes so they can raise any concerns whilst online. As well as reporting routes back to the school this also signposts children to age appropriate practical support from:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Further information and guidance

The Department for Education COVID-19 helpline, is available to answer questions.

Email: DfE.coronavirushelpline@education.gov.uk

Telephone 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm. Staff should have the Highgate Wood School unique reference number (URN or UK PRN) available when calling the hotline.

For support specific to ICT and online concerns the UK Safer Internet Service is available.

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

Email address: helpline@saferinternet.org.uk

Call us: 0344 381 4772

General guidance on online safety with specific references to the Covid-19 emergency is available from LGfL <https://coronavirus.lgfl.net/safeguarding> which includes useful material guidance on online safety and concerns around Prevent.

PART B – COVID-19 SAFEGUARDING COMMUNICATION GUIDANCE FOR STAFF

We have identified a cohort of students who, during the coming weeks or months, may need additional support. These students have been allocated a key member/s of staff who has a positive existing relationship with the student and their family.

Highgate Wood School is a safe space for the majority of our students and being away from school without knowing when we will be returning may cause stress. Hearing from a member of staff will make a huge difference to the mental health of a student and their family. The telephone call does not have to last long.

As an additional safeguarding measure, we have allocated staff members to specific students who are required to check in with the identified students and their family on a regular basis. Staff must keep a record of any contact made on SIMS. If there are any safeguarding concerns, these must be forwarded to the Safeguarding Lead or Deputy SL by email immediately.

Staff **MUST** adhere to the following guidance if not calling from a school landline or school mobile phone:

From a landline or personal mobile:

- Please use the prefix 141 when making a call. Using the prefix 141 will block your number OR

From an Android phone:

- Click on the phone icon
- In the top right hand corner, click the three dots
- On the menu, click 'Settings'
- In 'Settings', click 'More Settings'
- Click on 'Show my Caller ID' and select 'Hide number'

From a Smart phone:

- Go to 'Settings' on your Iphone
- Scroll down and find 'Phone' in the menu
- Click on the 'Phone' tab
- Click on 'Show my caller ID'
- The tab will appear green, click the tab
- The tab will appear as grey
- Once the tab is grey, your caller ID will be hidden for all future calls. To display your caller ID again, follow the same procedure and click the tab until it appears green

Communication Guidance:

- Under NO circumstances should you share your personal mobile number with the assigned student or any member of their family.
- Log all communication on SIMS.
- Any issues, please contact the DSL or Deputy SL

All Looked After Children (LAC) require two telephone calls per week, preferably spaced out over the week. All other students require a weekly call.

Staff may additionally have email contact with the student as long as they use their school email address and the student's school email address.

Staff should keep all communication formal and appropriate. Staff must not encourage sharing of memes, Tik Tok or other social media clips and must not communicate with students via any online tools other than those approved by the school using a school account. Whilst the school does make use of its official social media tools, personal social media accounts should not be used for school business.

if a parent, carer, or student discloses anything that you consider to be a safeguarding issue, this must be communicated via email immediately to the DSL or Deputy SL. Issues that may cause concern include (not an exhaustive list): Alarming changes in communication – exchanges becoming more negative, student or parent / carer communicating distress, serious heightened anxiety, disclosures of significant mental or physical health decline in themselves or another member of the family, including COVID-19, poverty, lack of food or essentials, bereavement, exploitation, behaviour, drugs, disclosures about friends, self-harm, suicidal ideation, significant change in family circumstances or anything else that causes you concern.

If significant mental health or suicidal thoughts are disclosed, then the recommendation is to go straight to A&E. If in doubt contact the DSL or Deputy DSL.

Remember that you must NEVER promise confidentiality.

Form Tutors are also phoning their tutees every two weeks. If a student contacts their tutor or any staff member with an issue, staff should only return the contact through a parent or carer unless it is deemed a safeguarding concern.

Emails will be checked daily by DSL, Deputy SL and Pastoral Team.

We are grateful to our staff for providing this important channel of communication.

All students, parents and carers have received information for mental health support, and counselling organisations to support them throughout this time.

Remember to THINK THE UNTHINKABLE

Appendix 8 - National Support Organisations

Additional links can be found in KCSIE 2020 in Annex A and C.

Support for staff

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

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Honour Based Abuse

- Forced Marriage Unit: 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
- Mandatory reporting of female genital mutilation: procedural information:
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
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

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

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

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