

ENFIELD GRAMMAR SCHOOL



An Academy Trust
(Company No. 07697044)

CHILD PROTECTION AND SAFEGUARDING POLICY

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Aims

Our aim is to do all we can to protect and safeguard the wellbeing of our students.

Children and young people have a fundamental right to be protected from harm. They have the right to expect us to provide them with a safe and secure environment. We acknowledge through our ethos, policy, procedures and training that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our students is a shared community responsibility.

This document refers to ALL our students. We recognise that some of our 6th form students may be over the age of 18 and therefore need to be referred to adult services.

We recognise that everyone who comes into contact with children and their families has a vital role to play in safeguarding children.

We recognise that in order to fulfil this responsibility all professionals should share information for the benefit of the child and that all professionals should make sure that their approach is child centred.

We recognise that staff themselves can be vulnerable to allegations made against them and therefore need to follow protocols as set out in the 'Code of Conduct'.

Principles

Our policy applies to all in our school community, namely students, staff, governors and volunteers. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our students.
- Raising student awareness of child protection issues and equipping them with the skills they need to keep safe.
- Developing, and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively.
- Supporting vulnerable students and those in difficult circumstances, as well as supporting those students who have been abused in accordance with their agreed protection plans.
- Establishing a safe environment in which children can learn and thrive

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously.
- Ensure that our students know that there are adults in school whom they can approach if they are worried or in difficulty or concerned about one of their peers.
- Ensure that, wherever possible, every effort is made to establish working relationships with families and with colleagues from other agencies. It is

important to note that data protection is not a barrier to information sharing in relation to potential safeguarding concerns (risk of sharing v risk of not sharing).

- Safeguarding staff will challenge and ‘think the unthinkable’.

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

Roles and responsibilities

The governing body is responsible for ensuring that:

- The school complies with legislation related to child protection.
- The school has a Child Protection Policy and procedures in place that safeguard and promote the wellbeing of students in our school.
- This policy is reviewed annually.
- The school is using safer recruitment procedures and that appropriate checks are carried out on new staff and volunteers.
- The school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/LA in particular the school community has ‘due regard to the need to prevent people from being drawn into terrorism’.
- Safeguarding arrangements take into account the procedures and thresholds of the Local Authority as set up by the ESCB and SPOE and MASH and other agencies that we may work with.
- There are procedures in place to handle allegations against staff. These allegations will be dealt with in accordance with national guidance and agreements as implemented by the ESCB.
- That all members of the governing body hold enhanced DBS checks.

The named governor for child protection and children in care (Anna Williams) is responsible for maintaining:

- Regular contact with the school’s Designated Safeguarding Lead.
- Awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that ESCB Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The designated Safeguarding Lead and the Headteacher provide an annual report to the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- Ensuring with the school that all governors hold enhanced DBS checks.

The Designated Safeguarding Lead (Simon Purrier, Deputy Headteacher) and the Deputy Safeguarding Lead (Verity Currie, Assistant Headteacher) are the senior members of staff responsible for:

- The provision of leadership and vision in respect of child protection.
- The practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies.
- To review and communicate with Children's services if any child's welfare is still a concern.
- The provision of a safeguarding team rota to ensure there is always a fully trained member of the team available during the school working day.
- Is responsible for chairing the inclusion meetings, the school's early help strategy and to ensure that all staff are aware of how to access this.
- Is responsible for holding a half termly meeting with the Headteacher to update on current issues.
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused and how they can protect themselves from allegations. This will be at least annually and during induction sessions for new staff.
- Staff will also be alerted to current issues and any 'contextualised safeguarding' (current issues such as gangs or knife crime and other factors which may be peculiar to a certain area).
- Ensuring that the Designated Safeguarding Lead and the safeguarding team have received appropriate training.
- The co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk, liaison with other professionals and the monitoring of welfare and academic progress.
- Liaison between the safeguarding team, the leadership team and governors.
- Attending child sexual exploitation training.
- Maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance
- Monitoring effectiveness of the child protection policy and procedures through governor visits and staff CPD.
- Provide a rota to ensure full 'coverage' of the school day in case of absence

The Headteacher is responsible for:

- Supporting the designated safeguarding officers in all aspects of the role.

- Ensuring that the Designated Safeguarding Lead, the Deputy Safeguarding Lead and the safeguarding team has received appropriate training and that their roles form part of their job descriptions.
- Ensuring that all members of the school community are aware of and comply with our child protection policy.
- Ensuring the safer recruitment of all staff (including supply staff and volunteers).
- Making parents aware of the school's child protection policy (via the school website).
- Dealing with any allegations against members of staff or volunteers unless delegated to Designated Safeguarding Lead (especially if children are involved).
- Creating a safe environment for students of the school.

All staff MUST:

- Know the names of the designated safeguarding officer and members of the safeguarding team and how to contact them.
- Know that they should pass on immediately, any information they may have regarding a student's wellbeing to a member of the safeguarding team.
- Understand and comply with the school's safeguarding policy.
- Be aware that abuse, neglect and safeguarding issues are rarely stand alone events and that in most cases issues will overlap.
- Be aware that certain behaviours linked to drug/alcohol abuse, truanting and 'sexting' put children in danger.
- Be aware that if a child is in immediate danger or risk of harm that a referral must be made and that anyone can make such a referral (please then inform designated staff).
- Have read 'Part One' of the current 'Keeping Children Safe in Education' and have confirmed, by email, that they have read and understood the content. These confirmations are logged on the Single Central Record.
- Treat bullying incidents, or peer on peer abuse, (which could include cyber bullying, gender based violence, sexual violence, sexual harassment or sexting) that may occur by following proper procedures.
- Refer online safety concerns to a member of the safeguarding team.
- Behave in accordance with our Staff Code of Conduct (which is given to all staff annually).
- Complete the EduCare Peer on Peer Abuse module (last carried out September 2018).
- Understand and know that they must never promise confidentiality.
- Understand that in order to elicit information, they should use an "open" question technique; T.E.D. Tell, explain, describe.

- Be aware of our obligation to pay ‘due regard to the need to prevent people from being drawn into terrorism’.
- Be aware of ‘whistle blowing ‘procedures should they believe there are irregularities in systems or personnel.

Students, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school’s child protection and conduct policies.

PROCEDURES– General

This policy, and all actions relating to it, is in line with the following guidance:

- ‘Safeguarding Children in Education’ (DfES/0027/2004)
- Counter-Terrorism and Security Act (2015)
- The Working Together document (Sept 2018)
- Keeping Children Safe in Education (Sept 2018)
- PREVENT and Channel duty guidance (June 2015)
- The Children Act (2004)
- The Sexual Offences Act (2003)
- Safeguarding Children and safer Recruitment in Education (2007)

Staff will be kept informed about child protection responsibilities and procedure through induction, briefings, the staff bulletin, email and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Code of Conduct and Part One of Keeping Children Safe in Education. (Appendix E)

1. Procedures - If a child is in immediate danger

If a child is in immediate danger call the police **immediately**.

Anyone can make a referral but tell the DSL as soon as possible if you make a referral directly using the contacts displayed on staff posters (for instance outside of school hours).

2. Procedures – If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

3. Procedures – Allegation against teachers, Headteacher, volunteers and other staff

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused no matter how difficult this may be.
- Corporal or physical punishment of children in schools is unlawful. Physical restraint is only permitted in order to prevent a pupil from causing injury to themselves, others or property. It is important to ensure that the minimum amount of force is used as excessive physical restraint or constant shouting may constitute abuse.
- If an allegation is made against a member of staff, the Headteacher (or his deputy in his absence) will decide the appropriate course of action which could result in contacting the Local Authority Designated Officer (LADO).

They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the Headteacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition, the Headteacher should inform the Chair of Governors and/or the designated governor for child protection. Should the allegation be against the Headteacher, a deputy or the Designated Safeguarding Lead should contact the LADO and

then inform the Chair of Governors. See Part 4 Keeping Children Safe September 2018.

- If for any reason it is decided that a referral as above is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures.
- If it is decided that a referral to SPOE is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and Chair of Governors still need to be informed
- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact the Headteacher as part of our whistleblowing procedures.
- If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Headteacher, his deputies or a member of Safeguarding Team. Should concerns be about the Headteacher and/or Designated Lead, the Chair of Governors should be contacted; any member of Senior Leadership Team will provide details. Should you have any concerns about this process, you can still contact the LADO directly (Enfield LADO is Maria Anastasi)
- We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a student, or if there is a reason to believe this has happened

4. Procedures - Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL or member of the safeguarding team and record the allegation, but do not investigate it.
- The safeguarding team will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The safeguarding team will contact the children and adolescent mental health services (CAMHS) or other services, if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Physical Contact with Pupils

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Where any uncertainty exists, a senior member of staff should be consulted and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff.

In the event of physical restraint, it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention, an incident form must be completed.

Training and Support

See responsibilities of Headteacher and Designated Safeguarding Lead.

Confidentiality

All staff need to understand that the only purpose of confidentiality is to benefit the student. *No one should guarantee confidentiality* to a student nor should they agree with a student to keep a secret, as any child protection concern must be reported to the Designated Safeguarding Lead (or one of the safeguarding team) and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a “need to know basis” only. Any information shared in this way must be held confidentially to themselves.

Data protection fears should never be a barrier to information sharing in order to promote the welfare of children

Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record **within 24 hours** of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated.
- Notes are kept for any student monitored for child protection reasons.

- These records are kept in a locked filing cupboard and/or electronically on a secure area of the school system.
- If a student transfers from the school, any child protection notes will be forwarded to the student's new school marked "confidential" and for the attention of the receiving school's designated Safeguarding Lead. A signature of receipt will be requested. We will also share information with the receiving school in advance of transferring the CP file.
- If a student transfers to our school we will enquire if there is a separate CP file.
- For safety reasons, we will ensure that we hold more than one person's contact details for each student on our roll.

Safer recruitment/practice

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re checks on staff (including section 128 provision and teacher prohibition orders).
- We will initiate a rolling programme of five year DBS updates for all staff.
- All personnel files will be audited every year on a rolling programme to ensure compliance with safer recruiting best practice.
- Requiring a standardised application form and not just a CV This will also apply to internal appointments.
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children.
- Requiring at least one member of staff who has undertaken Safer Recruiting Training to scrutinise reference/application forms and be on any interview panel.
- Validating as far as possible qualifications, experience and expertise.
- Proactively verifying references and testimonials as far as possible.
- Verifying identity, preferably from current photographic ID and proof of address.
- Verifying the right to work in the UK.
- Examining all career breaks, sudden job changes and/or dismissals.
- Maintaining a single central record of all staff.
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (September 2018). Contractors operating in student circulation areas will be supervised.
- Where service or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

- For further detail see also **Section 3 Safer Recruitment, selection and Pre Employment Vetting, Keeping Children Safe in Education Sept 2018.**

Children missing from education

A student missing from education for eight consecutive sessions or more is a potential indicator of abuse and neglect, sexual exploitation or radicalisation. Should a student go missing from school the Attendance Officer will inform the Designated Safeguarding Lead and the Deputy Safeguarding Lead.

The Attendance Officer will inform the DSL and Deputy DSL of the absence of any students. The Designated Safeguarding Lead will consider further actions/support should it be required.

We will inform the EWS of any student removed from our roll so that the LA can identify and safeguard children missing from education.

We will ensure our management system has at least 2 emergency contacts for each student as set out in our records section.

Students with Child Protection/Child in Need concerns

The number of students on a child protection plan varies. There are also other students about whom we have child protection concerns who are not on a child protection plan.

We support students in various ways by:

- Following the guidance set out in any child protection plans and child in need plans.
- Ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns.
- Monitoring their welfare carefully, including talking to them regularly about their well-being.
- Attending any child protection meetings held on their behalf, including speaking on their behalf at such meeting should they request it.
- Monitoring their attendance carefully and reporting any unexplained absence to social care.
- Monitoring their academic grades carefully to try to ensure they are making good progress in school.
- Enlisting the support of and liaising with other agencies as appropriate.
- Checking that they have access to all elements of school life, including visits and other activities.
- Informing their head of year (as appropriate) without breaching confidentiality so he/she knows to register immediately any concerns however minor with the designated safeguarding officer (or a deputy).
- Share information with subject staff if appropriate.

Looked After students

The SENDCo is responsible for Looked After students and keeps a list of these students up to date. We are aware that the most common reasons for children becoming 'looked after' are as a result of abuse or neglect. In the light of research that shows that these students fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the student's personal education plan (PEP).
- Offering in school support such as anger management, assertiveness or social skills training as appropriate.
- Targeting student premium specifically to support children in care.
- Attending and liaison at review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers.
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Education Welfare service.
- Working with all other outside agencies to support the student as appropriate.
- Monitoring their academic grades carefully to try to ensure they are making good progress in school.
- Informing their head of year that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team.
- Being careful not to accept any under achievement just because the child is 'looked after'.
- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and providing resources needed.
- Enlisting the support of and liaising with other agencies as appropriate, especially the 'Virtual Head'.
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residentials organised by the school as and when appropriate.

In addition, we also keep a record of those students who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. (see private and unofficial fostering arrangements, Keeping Children Safe in Education Sept 2018).

See also DfE guidance February 2018 for Designated Teacher for LAC and previously LAC students.

Young Carers

It is the responsibility of the designated safeguarding officer (or a deputy) to keep a record of those students who play the part of a major carer for a family member.

However, such families do not often publicise their situation for fear of social care involvement.

Alternative Provision

If a student is placed in alternative provision we will require written confirmation from the alternative provider that safeguarding checks are carried out on individuals working/volunteering at that establishment

Disabled Students; those with Special Education needs or English as an additional language.

This group of children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver and may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment. However, at Enfield Grammar School we will always try to ensure that the voice of the child is heard/sought.

Specific Safeguarding issues

Child Protection which includes Sexual abuse, physical abuse, emotional abuse, neglect.

Definitions and Indicators of possible significant harm

The categories of abuse under which a child up to the age of 18 can be registered 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 be caused when a parent or carer fabricates the symptoms of, or deliberately causes ill health to a child whom they are looking after

POSSIBLE INDICATORS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Frequently absent from school.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

POSSIBLE INDICATORS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self- mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, 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 non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, this includes activities or materials on-line and grooming a child in preparation for abuse.

POSSIBLE INDICATORS OF SEXUAL ABUSE

- Demonstrating sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stopping enjoying previously liked activities
- Being reluctant to undress for PE
- Becoming fearful of, or refusing to see, certain adults for no apparent reason; showing dislike of a particular, relative or other adult
- Drawing sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas

- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Taking over the parental role at home; seeming old beyond their years
- Developing eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Using drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Finding excuses not to go home or to a particular place
- Having recurring nightmares/being afraid of the dark
- Being unable to concentrate; seem to be in a world of their own
- Having a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, becoming truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Acting in a sexually inappropriate/harmful or seductive way towards others.

Grooming and Child Sexual Exploitation is when people use the power they have over young people to sexually abuse them. Their power may result from a difference in age, gender, intellect, strength, money or other resources.

POSSIBLE INDICATORS OF GROOMING AND CHILD SEXUAL EXPLOITATION

- Going missing for periods of time or regularly returning home late
- Skipping school or being disruptive in class
- Appearing with unexplained gifts or possessions that can't be accounted for
- Experiencing health problems that may indicate a sexually transmitted infection
- Having mood swings and changes in temperament
- Using drugs and/or alcohol
- Displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- Showing signs of unexplained physical harm, such as bruising and cigarette burns

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and also an absence of boundaries.

POSSIBLE INDICATORS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school

- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes.

Children with Mental Health issues, self harm/ suicide ideation.

Peer on Peer Abuse which can include bullying, cyber bullying, gender based violence and sexting.

Sexual Violence (SV) and Sexual Harassment (SH) between children in School.
(non statutory guidance December 2017)

- To be considered in light of 'Keeping Children safe in Education updated guidance Sept 2018 (section 5).
- Comes under the umbrella of 'safeguarding' and must be dealt with in the same way, reported to the safeguarding team and referrals made to Children's Services/police/parents as appropriate.
- Sexual violence and harassment may occur between two children of any sex. Can also occur through a group of children sexually assaulting or harassing a single child or group of children.
- S.V. and S. H. exist in a continuum and may overlap, they can occur online or offline (both physical and verbal).
- Statistically more likely that girls will be victims and that boys will be alleged perpetrators. (Victims and alleged perpetrators advisory terminology).
- As a child any alleged perpetrator is entitled to a different level of support to that which may be provided to an alleged adult perpetrator.
- S.V. and S.H. not to be tolerated, not an inevitable part of 'growing up', not 'banter' or 'having a laugh'. Challenging behaviours, which in themselves may be potentially criminal, such as grabbing or touching genitalia should not be dismissed.
- Children with SEND. may be especially vulnerable, also potentially children who are LGBT. or perceived to be, may also be targeted by their peers.

Sexual Violence

- Covered by Sexual Offences Act 2003.
- Includes Rape, Assault by penetration, sexual assault (see P.61 for more information).
- Importance of CONSENT. Can be given to one sort of sexual activity but not to others, can also be withdrawn at any time during sexual activity.

Sexual Harassment

- Defined as unwanted conduct of a sexual nature, can occur on/off line.
- Can intimidate or humiliate, can include sexual comments, stories, name calling taunting, physical behaviours such as brushing against someone or online harassment.

Harmful Sexual behaviours

- Always need to be considered in a child protection context.
- Exist in a continuum from normal and developmental to problematic or abusive. Can occur on/off line. (See NSPCC Harmful Sexual behaviours, signs, indicators, effects.)
- Consideration should be paid to age /power differential.
- Children displaying harmful behaviours may have experienced their own abuse.
- May need specific risk and needs assessment if incidents occur in school and between children who attend same lessons (see Preventative Supervision Plan).
- Most effective preventative provision through whole school curriculum planning. (see SRE and PHSE).

Support

- Brook Traffic light tool
- N.S.P.C.C. 0808 800 5000 help@nspcc.org.uk
- Rape Crisis
- The survivors Trust
- UK safer Internet Centre, 0344 381 4772, help@saferinternet.org.uk
- UKCCIS (for sexting)
- Think you know C.E.O.P.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. It is illegal for pupils to make and/or share images such as these, even if they are images of themselves, which have been taken personally or with consent.

The School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences.

Staff have a responsibility to ensure that all pupils are fully aware of the dangers and possible repercussions of sexting. In school, this information will be communicated to pupils during citizenship/PHSE lessons and assemblies.

Procedure - dealing with sexting

If an incident of sexting is reported by the victim, then it must be treated as a disclosure and referred to the Designated Safeguarding Lead who, under certain circumstances, will report the incident to SPOE and/or the police.

Parents and carers will be notified by the Designated Safeguarding Lead.

Sexting is a serious offence and dependent on motive, intent, pressure or coercion, those involved may be issued with fixed term or, in extreme cases, even permanent exclusion.

Although all staff are permitted to search pupils without their consent if they have a reasonable suspicion that they may have prohibited items in their possession, such as pornography, they may be putting themselves at risk of allegations by attempting to deal with this issue or by viewing indecent images, and therefore the investigation should be carried out by the Designated Safeguarding Lead.

Staff are not permitted to forward, copy or print any sexting images as this may inadvertently implicate them simply by viewing such material. If staff are in any doubt whatsoever, they must seek immediate advice from the Designated Safeguarding Lead and refer the issue on.

Once the DSL has enough information, the decision will be made to deal with the matter in school, refer to the police or to social care

Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore, staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

The Designated Safeguarding Lead and at least one other member of the team will have undertaken Child Sexual Exploitation Training.

All staff are aware that any concerns should be raised with the Designated Safeguarding Lead or a member of the safeguarding team.

Forced marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A student who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right of Choose' guidance as 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both police and Children's social care (SPOE) (legislation Oct 2015)

Radicalisation/PREVENT (see also Education against Hate, Government website)

Appendix A included in this policy outlines the overall approach to PREVENT SAFEGUARDING. The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the school site manager, who is directly line managed by the School Business Leader. Possible channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.

Procedures – If you have concerns about extremism

Speak to the DSL immediately to agree a course of action.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, who schools can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

On line safety

We have policy guidance in place to ensure our ability to protect and educate our students and staff in their use of technology. This includes opportunities to ensure that online safety is included in relevant lessons and assemblies.

Other vulnerable students

Members of the safeguarding team are often aware of students who are vulnerable for other reasons. It is their responsibility to ensure that these students receive support either from a teacher in school to whom the student relates or from an external agency. The student's head of year will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable students who may be 18 and over in our Sixth form. Parents/carers are informed of the situation wherever appropriate.

LGBT

As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Students are encouraged to seek the support of a trusted member of staff should they feel vulnerable in any way.

Other Safeguarding Issues

We are also aware of other factors which may render Students vulnerable or needing support. These may include-

- Contextual Factors (any wider environmental factors which may be present in a child's life which may compromise their welfare)
- Domestic Violence / Honour based violence
- Fabricated illness
- Forced marriage
- Homelessness
- Mental health issues, substance abuse (parents/carers)
- Children whose parents may be in prison
- County Lines
- Gangs and youth violence.

Appendix A

PREVENT Safeguarding Objectives

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- work with the sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gun violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line the other safeguarding procedures.

Appendix B

Safeguarding Team

Mr Simon Purrier, Deputy Headteacher	Designated Safeguarding Lead
Dr Verity Currie	Deputy Designated Safeguarding Lead
Ms Carolyn Brown, SENDCo	Responsible for 'Looked After Children'/SEND
Mr David Alder	
Mr Chris Bodell	
Mr Kyle Khan	
Mr Nicky Yianni	

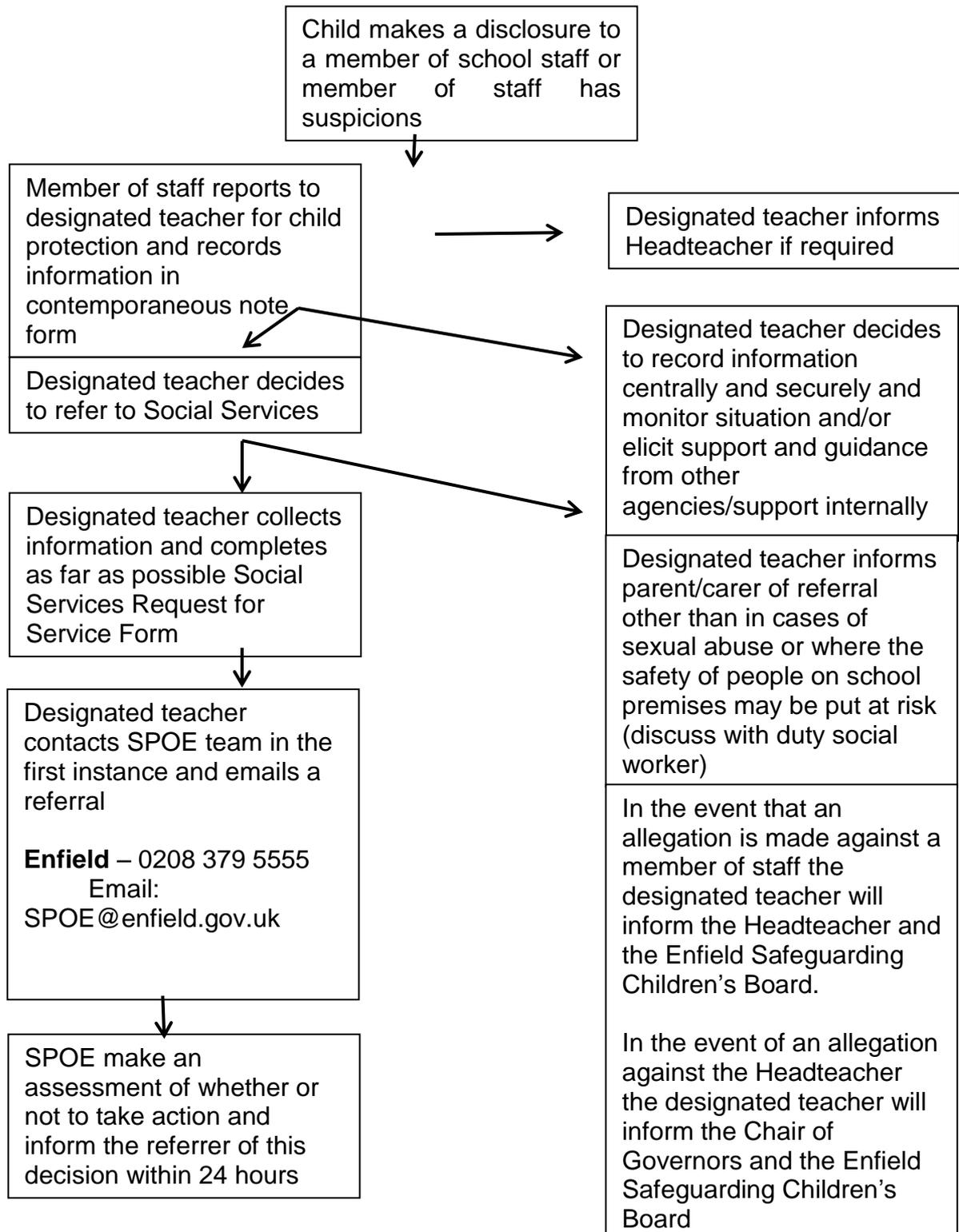
Appendix C

CHILD PROTECTION PROCEDURE

Designated staff:

Simon Purrier – DSL

Verity Currie – Deputy DSL



Appendix D

Safeguarding Rota September 2018

Upper School:

Chris Bodell
Simon Purrier

Lower School

Nicky Yianni
Verity Currie

Simon Purrier – extension 246
Verity Currie – extension 304
Chris Bodell – extension 242
Nicky Yianni – extension 247

Appendix E

Keeping Children Safe in Education Part One Sept 2018.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix F

Bereavement Protocol

Rationale and Key Points

- This protocol should only ever be used as a guide or starting point to help students, parents and staff deal with bereavement.
- It is vital that we recognise that each situation and circumstances will be different and must be seen as such and that the responses and reactions will also need to be different.
- It is however useful to have a framework for staff in order to offer support compassionately and appropriately to the bereaved with our School community.
- We must be mindful that any bereavement can also affect other members of our school community even though they may not have been directly concerned.
- However traumatic and unpredictable the situation, death and loss are an inevitable part of life and learning. We need to ensure that we promote a culture which is sensitive and compassionate whilst providing opportunities for discussion that may help reduce its status as a “taboo” subject.
- It is essential that we are aware of and sensitive to “family wishes” and that different faiths and cultures will have different traditions of mourning.
- We need to be mindful of the language we use with students. It is best to be honest and direct. We should use the terms “dead, died” rather than any euphemisms (passed away, lost etc) to avoid any misinterpretation. In the case of suicide however, “took his or her own life” may be preferable to “committed suicide”.
- In the event of any media/press involvement one designated member of staff (the Head teacher or his representative if he is unavailable) should be the school spokesperson and have a prepared statement. No other members of staff should comment or post any other information on any social media sites to avoid being quoted out of context.
- See also Enfield Safeguarding Children’s Board website “When a child dies” for useful information

Support for an individual student

(Death of close family member etc)

- It is essential we are able to verify the news/information. If the news is not “first hand” then Safeguarding Lead or AHT Pastoral should call home to ascertain exact circumstances and to offer condolences.

- We should offer support through our School Counsellor/SSC/External agency as agreed by safeguarding team.
- Availability of “Time Out” card for bereaved students who are struggling in a classroom situation and a designated “safe place” to go are also extremely useful (SSC).
- Safeguarding Lead or member of SLT should inform staff during Staff Briefing that a student has been bereaved. They must also email all staff who teach that student (s) to avoid any misunderstandings and to enable the curriculum to be modified if necessary in the immediate aftermath.
- We must be sensitive to what level of detail students/families wish to be passed on but it is essential that staff who teach newly bereaved students do acknowledge what has happened to them in a sensitive way.
- Information regarding wishes of the family regarding funeral and any other mourning rituals also needs to be disseminated as appropriate.
- Attendance Officer must be informed by Safeguarding Lead.
- SIMS system needs to be updated to include a “quick note” and any change of parent/carers status to avoid unnecessary distress.
- Staff must be aware that we can expect a dip in student’s academic performance following a loss and that discussion with subject teachers about how to manage workload are very helpful.
- Staff must be aware that bereavement can radically change a child’s behaviour and that we need to be vigilant in both the short and long term. They may become withdrawn, self-harm, have suicidal thoughts. They may become extremely angry. They are more likely to bully/be bullied or to suffer neglect/abuse. They may suffer from psychosomatic illnesses.
- At a time when they are vulnerable children can also misread kindness and compassion. Staff need to be aware that a bereaved student may attach themselves to a member of staff as a potential “substitute” parent or even make allegations against them.
- Other later significant changes in circumstances connected with the bereavement, such as moving home, new step-parent can also trigger such reactions.
- Staff need to be aware that grieving can be a long and complex process and that those “seemingly” unaffected at the time may react much later. HOY need to monitor data and behaviour logs and refer to the safeguarding team for further or more specialist external support if required.
- HOY to monitor data and behaviour – especially at key points of the year such as birthdays, anniversaries etc which may also trigger reactions.