



# Grange Park Prep School

## Safeguarding Policy

---

<b>Written by</b>	Flavia Rizzo Headteacher
<b>Updated</b>	2 <sup>nd</sup> September 2019
<b>Reviewed by Safeguarding Governor</b>	October 2019
<b>Next review date:</b>	September 2020

*This policy is available to parents on request from the office or a copy is downloadable from the school website. It also applies to the Nursery and Reception Class at GPPS.*

GPPS is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others always acting in the best interests of the child. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's 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.

### **Relevant Documentation and Sources of Advice**

A range of documents, circulars and guidance for good practice governs Child Protection and Safeguarding work at GPPS. Most importantly, this policy is in accordance with locally agreed inter-agency procedures (London Borough of Enfield). Our local safeguarding board is Enfield, but because of our wide catchment area we also have contact with Hertfordshire, Barnet and Haringey as well (see Appendix C for contact numbers).

Key documents:

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014
- Statutory framework for the Early Years Foundation Stage (DfE, March 2017);
- Education and Skills Act 2008;
- Childcare Act 2006;
- Children and Social Work Act 2017;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR);
- Equality Act 2010.

This policy has regard to the following guidance and advice:

- Keeping children safe in education (KCSIE) including Annex A (September 2019)
- Working together to safeguard children - July 2018
- Disqualification under the Childcare Act 2006 (DfE, 31<sup>st</sup> August 2018)
- Prevent Duty Guidance: for England and Wales (July 2015)
- Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015)
- Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018)
- Sexual Violence and Sexual harassment between children in schools and colleges (May 2018)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCCIS), August 2016)
- Children missing education (DfE, September 2016)
- London Child Protection procedures – 5<sup>th</sup> edition 2015 (online documentation)
- The Prevent Duty – Departmental advice for schools and childminders (June 2015)
- The use of social media for online radicalisation (July 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)

- Searching, screening and confiscation: advice for schools (DfE, January 2018)
- Listening to and involving children and young people (DfE, January 2014);
- Safeguarding children (links to government guidance and resources)
- Education Act 2002 – Section 157
- The Children Act 2004 (Commencement No.1) Order 2005
- Preventing and Tackling Bullying (October 2014)
- School Support for Children and Young People who are bullied (2014)
- Cyber-bullying: advice for headteachers and school staff (2014)
- Education E-Safety Policy Guidance 2011 (London Borough of Enfield)
- Statutory guidance on children who run away or go missing from home or care (January 2014)
- Mental Health and behaviour in schools (March 2015)
- Counselling in schools: a blue print for behaviour.

The following School policies and procedures are relevant to this policy:

- The Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Safer Recruitment
- Risk Assessment Policy
- Missing Child Policy
- Health and Safety Policy
- First Aid
- Educational Visits
- Curriculum and online-safety
- Supervision Policy
- Supervision of Early Years Policy

The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

**Please note this policy must be read in conjunction with the GPPS Staff Code of Conduct and Guidance for staff on Safeguarding.**

## Policy Aims

The purpose of this policy is to:

- To actively promote and safeguard the welfare of children, staff and others who come into contact with the school.
- Identify the names of responsible persons in the school and explain the purpose of their role
- To have clear procedures in places for dealing with and referring concerns about the welfare of any individual and/or allegations of abuse.
- To raise awareness of all staff of their safeguarding responsibilities and how to report concerns, including online safety and concerns
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed “vulnerable”
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored

## Definitions

Where the following words or phrases are used in this policy:

- References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;
- **Safeguarding** is promoting well-being and welfare by protecting the rights of adults to live in safety, free from abuse and neglect and safeguarding and promoting the welfare of children (as defined below).

**Safeguarding and promoting the welfare of children** is defined in KCSIE as:

- (a) protecting children from maltreatment;
  - (b) preventing impairment of children's health or development;
  - (c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - (d) taking action to enable all children to have the best outcomes.
- **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.
  - Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, volunteers and the Proprietor unless otherwise indicated.

## **Responsibilities and immediate action**

Safeguarding children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead.

**The Designated Safeguarding Lead is: Flavia Rizzo, Headteacher**

**The Deputy Designated Safeguarding Lead is: Helen Billam, Key Stage 1 Lead**

**The EYFS Designated Safeguarding Lead is: Dimitra Louskas, Assistant Head and EYFS Lead**

**Nominated School Governor for safeguarding: Mrs Michelle Fennelly .**

**Chair of Governors: Mr Amit Metha**

**Members of staff and governors can be contacted via the school office:**

**Grange Park Prep School,**

**13 The Chine,**

**London,**

**N21 2EA**

**tel. 02083601469**

## **The Governing body will:**

- Undertake an annual review of the school's Safeguarding policies and procedures and the efficiency with which the related procedures have been applied.
- Overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in Part 2 of KCSIE
- Ensure the Chair of Governors signs the reviewed policy.
- Ensure the school operates safe recruitment procedures and makes appropriate staff and volunteer checks and has procedures for dealing with staff and volunteers that all comply with Enfield's Safeguarding Children's Board.
- Ensure that the school works with other agencies where necessary.
- Recognise that neither it nor individual governors, have a role in dealing with individual cases (except when exercising their disciplinary functions in respect of allegations against staff).
- Make sure that the Safeguarding policy is available to parents.
- Make available any information they hold to DBS.
- Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR
- Have a Safeguarding Governor appointed and trained with whole staff.
- The Governor's nominated Safeguarding Officer, Michelle Fennelly, in conjunction with the Headteacher undertakes a review of the relevant policy and procedures in the school before this policy is formally reviewed by the Governing Body.
- The Head's termly report to Governors always includes an oral report on Safeguarding.
- The named Governor monitors the practice of the policy in consultation with the Head and all members of staff. She is involved in all Child Protection training and makes regular visits to the school.
- In the unlikely case that children or a child within the school is looked after by a local authority, the Governors will ensure that the DSL has the knowledge, skills and understanding necessary to keep such children safe. If necessary extra training will

be provided. The school recognises that looked after children are particularly vulnerable to abuse of all descriptions.

**The Headteacher will ensure:**

- The policies and procedures adopted by the Governing Body are followed by all staff
- A list of all staff and volunteers, and a list of their training dates are maintained.
- In her role as DSL, will ensure that sufficient time and support is available to fulfil child welfare and safeguarding responsibilities effectively.
- Along with other school leaders that mechanisms are in place to assist staff to understand and discharge their rights and responsibilities as set out in Part 1 of KCSIE September 2018 including Annex A.
- All volunteers feel able to raise their concerns about poor and unsafe practice in regards of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- The Head reports to Governors the manner in which children are taught about safeguarding and keeping safe in school, in order that they are able to keep a constant overview of policies and practice in the school.

**The Designated Safeguarding Leads will:**

- Follow Enfield's Local Safeguarding Children Board and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure all such records are kept confidentially and securely and are separate from pupil records.
- Inform the Headteacher/Governor of actions taken.
- Ensure that an indication of further record keeping is marked on the pupil records.
- Ensure that any pupil currently on the Safeguarding register who is absent without explanation for two days is referred to social services.
- Contact Enfield's Safeguarding Children's Board within 24 hours of a disclosure or suspicion of abuse.
- Use the agency contact details from the appendices / numbers provided at the Safeguarding Courses attended.
- Give guidance to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil eg. one - to - one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil etc.
- Ensure and check online safety monitoring which is monitored through online safety and report on this to Chair of Governors.
- Ensure that should we have a child who is looked after by the local authority that relevant staff have up to date assessment information from the local authority, the most recent care plan and contact arrangements with parents and the delegated authority to carers.
- Seek assurance that appropriate Safeguarding checks and procedures apply to any staff employed by another organisation working with the school's pupils on any other site; home or abroad, including educational visits, theatrical and concert venues, the ski trip etc.
- Ensure that staff are aware of their responsibility to report welfare and safeguarding concerns to the DSL, or in the absence of action directly to the local children's services.
- Attend Designated Safeguarding Lead training and updates every two years; including inter-agency working, participation in Child Protection case conferences etc
- Monitor effectiveness of the policy and procedures.
- Ensure safeguarding issues are included in weekly staff meeting.
- Ensure Safeguarding updates are passed on to staff and understanding of procedures

- Ensure effective training requirements are kept up to date and work with other DSLs to ensure effective practice.

### Staff

All staff and volunteers working in school need to:

- Be aware that they have a duty to share information and concerns with the designated leads **The Designated Safeguarding Lead: Flavia Rizzo**, and if she is unavailable then you must inform **The Deputy Designated Safeguarding Lead: Helen Billam**.
- Be alert to signs and symptoms of harm and abuse
- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act appropriately, referral to DSL or to the LSCB

Enfield Safeguarding Team **020 8379 2767**

Children's MASH (Multi Agency Safeguarding Hub) : **020 8379 5555** or email: [childrensMASH@enfield.gov.uk](mailto:childrensMASH@enfield.gov.uk)

Barnet Duty Officer **020 8359 4066** or email [MASH@barnet.gov.uk](mailto:MASH@barnet.gov.uk)

- Know what and how to record concerns
- Be aware of and follow the school staff code of conduct
- Report breaches of the staff code of conduct with regards to safeguarding
- Although best practice is for a referral to go through the Designated Lead/ Headteacher, any allegation against a member of staff can be referred to the LADO. For the Enfield Local Area Designated Officer call 0208 379 2767.
- Be aware of whistleblowing procedures and policy.
- Ensure training and updates are understood and to ask if unsure about any procedures
- To engage in informal training and updates during staff meetings and inset.
- Staff may follow the School's whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

### Basic Principles

At GPPS it is the responsibility of the governors and senior management team to ensure that all staff and volunteers working with GPPS pupils take appropriate steps to:

- protect each pupil from any form of abuse, whether from an adult or another pupil;
- be alert to signs of abuse both in the School and from outside, including Female Genital Mutilation (FGM) and children who run away or go missing
- Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil
- deal appropriately with each suspicion or complaint of abuse;
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that teachers and others are not open to false allegations;

- support children who have been abused in accordance with an agreed child protection plan;
- support children who are in need of additional support from one or more agencies by liaising appropriately with such agencies, e.g. CAMHS (Child and Adolescent Mental Health Services) through attendance at meetings and consultation with key workers.
- be alert to the medical needs of children with medical conditions;
- operate robust and sensible health & safety procedures;
- ensure that School premises are as secure as circumstances permit;
- ensure that sufficient account is taken of safeguarding issues, such as mental health, body image issues and self-harm, to facilitate appropriate discussion, support and guidance for pupils and parents across the age range;
- develop procedures to deal with any other safeguarding issues which may be specific to individual children in the school or in the local area;
- have regard to The Counter-Terrorism and Security Act 2015 which places a duty to prevent people from being drawn into terrorism (“the Prevent duty”). have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations; and
- ensure that dealings with pupil are age appropriate, as outlined in staff training sessions and in the Staff Code of Conduct.

### **Staff Recruitment**

At GPPS we will:

- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education (2019) and the Education (Independent School Standards) (England) Regulations 2014 as amended;
- Ensure that at least one member of an interviewing panel has been trained in safer recruitment
- The School maintains a single central register of appointments for all staff.
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in KCSIE.
- no person who has been barred by the DBS from working within DBS regulated activities will be employed by the school.
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and within 28 days;
- ensure that where a teacher has been dismissed or would have been dismissed for misconduct had he or she not resigned, that consideration is given to referring the teacher to the Teaching Regulation Agency (TRA);
- ensure that whenever staff from another organisation are working with our pupils on another site, we have received written assurances that appropriate child protection and recruitment checks and procedures apply to those staff;
- follow the local inter-agency procedures of the local Safeguarding Children Board
- the school will ensure that any visiting speakers are suitable and appropriately supervised.

The Headteacher has been trained in safer recruitment as have members of the governing body.

### **Induction**

All staff, including temporary staff and volunteers, will be provided with induction training that includes:



- (a) this policy;
- (b) the role, identity and contact details of the DSL and his / her Deputy;
- (c) the behaviour and discipline policy for pupils;
- (d) the staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy;
- (e) the safeguarding response to children who go missing from education;
- (f) the School's approach to online safety;
- (g) safeguarding training in accordance with Enfield's Safeguarding Children Board procedures including guidance on managing a report of peer-on-peer harmful sexual behaviour;
- (h) a copy of Part 1 and Annex A of KCSIE; and
- (i) appropriate Prevent duty training.

### **Procedures**

Child abuse occurs throughout society, and affects children of all ages. Children may be abused by parents, co-habitees, step-parents, substitute parents, siblings, relatives and friends. Both men and women can commit acts of abuse, as can other children. They may be abused anywhere and may be subject to more than one "type" of abuse. There are many behavioural signs but these indicate more about the fact of abuse than about the type.

Teachers are particularly well placed to observe outward signs of abuse, changes of behaviour or a failure to thrive.

A welfare diary is kept in the staffroom for staff to log any minor concerns – this is then discussed in staff meetings to see if it reaches a safeguarding threshold, this also allows us to build up a picture of behaviours that various staff see.

A list of children causing concern is kept by the Headteacher. This includes all children who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is on this list at Monday staff meetings. Teachers must inform the Headteacher of any changes/additions so that this list can be kept up to date.

Where a child may be in need of pastoral care but is not at risk of significant harm and the child or family would benefit from a co-ordinated support from more than one agency (for example: education, health, housing, police) there should be an inter-agency assessment. As a school, we acknowledge our duty to support and care for both children in need and children at risk.

In the unlikely event of the Headteacher or deputy DSL not being available to deal with an emergency involving Child Protection issues, then the teacher must speak to the Chair of Governors, **Amit Metha** who will deal with the matter. This would only occur in extreme circumstances.

In the case of pupils identified as being at risk of radicalisation, the school will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care.

Where it is felt that there are reasonable grounds for a referral relating to radicalisation, the referral may be made without parental consent.

Through our safeguarding and IT policies we will ensure that children are safe from terrorists and extremist material when accessing the internet through school systems and we have established appropriate level of filtering. See Health and Safety and anti-bullying policies.

**If you suspect abuse:**

- The flowchart in **Appendix D** gives the basic sequence of events.
- Follow the guidelines included in this policy
- If in doubt seek advice
- Before speaking to parents about your concerns, always speak to the Designated Lead.

**Categories of Abuse**

Although abuse comes in a variety of forms it is helpful to consider it occurring in the following categories

- Physical abuse
- Neglect
- Emotional abuse
- Sexual abuse
- Radicalisation and Extremism

Whilst, as a fee paying school, some of the physical deprivations of neglect are less likely to arise our children may still experience neglect from parents. All other categories may occur within our school.

For information on recognising the indicators of abuse, please see Appendix B section of this policy.

**Early Help**

The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Enfield Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

Staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory education, health and care plan);
- Is disabled and has specific education needs
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is looked after or who has returned home to their family from care;
- is showing early signs of abuse and / or neglect;
- is at risk of being radicalised or exploited;

- is a privately fostered child.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

### **If a child is in immediate danger or at risk of harm**

If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

Anybody can make a referral in these circumstances.

See below for details on making a referral.

If a referral is made by someone other than the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed of the referral as soon as possible.

(Further details: Chapter 1 Working Together to Safeguard Children).

### **Making a referral**

**Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.** The contact details for children's social care are set out at the front of this policy.

### **Statutory assessments**

Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

- (a) **Children in need:** A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.
- (b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Staff required to make a direct referral may find helpful the flowchart set out on page 13 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.

Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:

- personal details of the child including the child's developmental needs;
- detailed information about the concern;
- information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

If the referral is made by telephone, this should be followed up in writing.

If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves.

### **Allegations of abuse made against other children**

The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Staff need to be particularly alert to peer-on-peer abuse. Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- violence, including gender based violence;
- threatening or intimidating behaviour;
- blackmail;
- misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- sexting (see the School's policy on the acceptable use of ICT and e-safety for the School's approach to sexting);
- encouraging others to engage in inappropriate sexual behaviour;
- upskirting
- any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- bullying, including cyberbullying.

If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.

The School takes the risk of peer on peer abuse very seriously and takes every opportunity to minimise the occurrence of this abuse. The School has robust anti-bullying procedures in place (see the School's Behaviour Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk. (see the School's Risk Assessment Policy for Pupil Welfare).

Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

Allegations against pupils should be reported in accordance with the procedures set out in this policy. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

### **Allegations Against Staff and Volunteers**

- If such an allegation is made, the member of staff receiving the allegation must inform the Headteacher, the deputy lead or in their absences the Chair of Governors immediately, who will inform the LADO.
- The Headteacher or person informed will decide on the action to be taken after discussing the content of the allegation with the Local Authority Designated Officer (LADO) and possibly the police in the most serious instances (within one working day). **020 8379 5555**
- The school will follow LA procedures for managing allegations against staff or volunteers, a copy of which is available in school.
- Discussions with the LADO will be recorded in writing, and communication with both the individual and the parents of the child/ children agreed.
- The school will decide, after consultation with the LADO, whether suspension or alternative arrangements should be put in place.
- The school will make every effort to maintain confidentiality and guard against unwanted publicity. This applies up to the point where the accused person is charged with an offence, or the DfE/ TRA publish information.
- Any concerns or allegations against staff in the EYFS will be reported to OFSTED within 14 days.

### **Allegations against the Headteacher**

- Where an allegation is made against the Headteacher, the referral should be made immediately to the Chair of Governors, without informing the Headteacher, who will contact the Local Authority Designated Officer (LADO).

### **Children who Abuse Sexually**

There is a distinction between behaviour dealt with by anti-bullying policies and more complex sexualised behaviour. Children can pose a sexual threat to other children. In this case the Designated Lead will discuss the content of the allegation with the LADO. In the event of disclosures about pupil on pupil abuse, all children involved, whether perpetrator or victim are treated as being "at risk."

### **Missing Child Procedures**

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from education. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the School's separate Missing Persons Policy for further details.

### **Children with special educational needs and disabilities**

The school will contribute fully to inter-agency assessment of children identified as requiring additional support. We recognise the vulnerability of those children with disabilities/SEND and that they may be more in danger. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly

vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The DSL will ensure that relevant staff are aware of their responsibilities relating to the individual(s) involved.

### **Informing parents**

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

### **Mobile phone and camera use (especially in EYFS)**

Appropriate use of mobile phones is essential and must not detract from the quality of supervision and care of the children. Staff may only use mobile phones during break times when they are not supervising children. During lessons they must be kept out of reach and sight of children.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording success. Parental permission is gained as part of the initial registration at GPPS. We take a variety of photos that reflect the school life. Photographs are taken using one of the school cameras, kindles or iPads only (no personal devices are to be used to obtain photographic evidence) and must be uploaded onto the school computers and deleted from the camera after use.

Online journals are used track progress throughout the EYFS, permission of use is obtained, and data protection is explained before a child joins the school/nursery.

### **In order to safeguard children and adults and to maintain privacy:**

- Cameras must not under any circumstances be taken into the toilet.
- Parental permission will be sought prior to any photographs and/or videos of children are uploaded onto social networking sites.
- Please refer to Supplementary Guidance for Staff on Safeguarding for further advice.
- Parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful, they sign this a part of the online safety contract between parents, children and school.

### **Online Safety**

The School will ensure that:

- Appropriate filters and monitoring systems are in place to keep children safe online. This aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.
- Children and Parents sign an online safety contract

The School's Online-Safety Policy also sets out the School's approach to online safety.

## **Confidentiality**

- All matters relating to Safeguarding are confidential.
- The Designated Lead will disclose information on a need to know basis only.
- All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

## **Monitoring & Review**

The Designated Safeguarding Lead will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The Designated Safeguarding Lead will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements. Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the School's procedures.

The Governors will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working.

The Designated Safeguarding Lead will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. The full Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

## **Training**

### **Designated Safeguarding Teachers:**

- Will receive updated training in Safeguarding and inter-agency working every two years, in accordance with Enfield's Borough.

### **Staff:**

- All staff and volunteers will receive updated Safeguarding training every three years. Information will be sought from Enfield LA regarding the regularity of training and evidence will be kept of correspondence.
- All staff take on a pastoral role in supporting all children, measures are put in place for Children in Need, those with special educational needs and young carers.
- All staff, including peripatetic, supply, support staff and those newly appointed, will be given a copy of the most up to date version of Part 1 of KSCiE and will sign that they have read the document.
- Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

- Whole staff input on procedures and referrals and child protection issues.
- Training and support will be provided for staff to ensure that they are fully aware of procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution. (Whistleblowing Policy)
- Training is supplemented with informal updates during weekly staff meetings, as and when required as well as annually. (See staff meeting minutes for training updates)

### **Pupils:**

- The School teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.
- Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE education appropriate to their age and stage of development.

Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.

- The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place see the online safety policy and is mindful that this should not lead to unnecessary restrictions on learning.

### **Latest Information sharing and multi-agency working**

- The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.
- If necessary parental consent may not be sought if a child is deemed at risk.
- The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. The School understands that the GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.
- The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.
- Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.
- While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.



**Training**

- Flavia Rizzo Safeguarding Level 3 Safeguarding for designated staff, Designated Lead Person Training (ECP), provided by Enfield Safeguarding board. December 2018
- Flavia Rizzo completed Safer Recruitment in Education online training in November 2016
- Helen Billam attended Safeguarding Training provided by Local Board, September 2019
- Dimitra Louskas attended Safeguarding Training provided by Enfield Local Board, March 2019
- All Staff have completed Educare courses in Child Protection, Safeguarding, prevent, online safety, GDPR, peer on peer abuse, bullying
- All staff (including part – time staff) attended Basic Safeguarding Training provided by Luke Brent-Savage, Director, Education Safeguarding Ltd on 8th September 2015.
- Training is supplemented with informal updates during weekly staff meetings, as and when required as well as annually. (See staff meeting minutes for training updates)

To Be Authorised by The Board of Governors

Signed .....

**[Chair of Governors – Amit Metha]**

Date.....

Reviewed by Governor with responsibility for Safeguarding and Child Protection

Signed.....

**[Mrs Michelle Fennelly]**

Date.....

## **Appendix A: Role of the Designated Safeguarding Lead**

In accordance with Annex B of KCSIE, a Designated Safeguarding Lead (DSL) will be appointed to take the lead responsibility for child protection issues in the school. The DSL will be a senior member of the school's leadership team and the DSL role must be set out in the post holder's job description. In addition to the DSL, a deputy DSL will also be appointed to cover the role of the DSL when they are unavailable. The lead responsibility for safeguarding and child protection remains with the DSL.

The main responsibilities of the Designated Safeguarding Lead are:

### **Managing referrals**

- (a) The Designated Safeguarding Lead is expected to:
- (i) refer cases of suspected abuse to the local authority children's social care as required;
  - (ii) support staff who make referrals to the local authority children's social care;
  - (iii) refer cases to the Channel programme where there is a radicalisation concern as required;
  - (iv) support staff who make referrals to the Channel programme;
  - (v) refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required; and
  - (vi) refer cases where a crime may have been committed to the Police as required.

### **Working with others**

- (a) Liaising with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- (b) As required, liaise with the Case Manager (see Appendix 4 of this policy) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- (c) Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Raising awareness**

- (a) The Designated Safeguarding Lead should ensure this policy is known, understood and used appropriately.
- (b) Ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.
- (c) Ensure this policy is available publicly.
- (d) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (e) Maintain links with the Enfield Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

### **Child protection file**

Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least

annually, to allow them to understand and keep up with any developments relevant to their role so they:

- (a) understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- (b) have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- (c) ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- (d) are alert to the specific needs of children in need, those with special educational needs and young carers;
- (e) are able to keep detailed, accurate, secure written records of concerns and referrals;
- (f) understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- (g) obtain access to resources and attend any relevant or refresher training courses;
- (h) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

## **Prevent**

In accordance with the *Prevent duty guidance for England and Wales* and *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (HM Government, July 2015) the DSL has, in addition, the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- co-ordinating Prevent duty procedures in the School;
- liaising with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;
- maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

## **Appendix B: Recognising Children Experiencing or at Risk of Harm or Abuse**

### **Categories of Abuse**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

The following is a guide to recognising abuse. It is not exhaustive and staff must avoid falling into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined. An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse.

### **Possible signs of abuse include (but are not limited to):**

- the pupil says she has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
- the pupil loses or gains weight;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by her parents or carers.

### **Specific safeguarding issues**

KCSIE also acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying
- children missing education (see below)
- children missing from home or care
- child sexual exploitation (see below)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see below)
- forced marriage
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation (see below)
- relationship abuse
- sexting and banter
- trafficking

- upskirting

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

### **Possible signs of Physical Abuse**

Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes, someone burns a child, perhaps by holding a part of the body against something very hot or by scalding.

Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport.

Responsible staff need to be especially concerned about:

- Injuries which do not match the explanation given for them
- Bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- Bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- Burns or scalds with clear outlines
- Bite marks and bruises like love-bites
- Bruising in or around the mouth

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

### **Possible signs of Emotional Abuse:**

This form of abuse may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scape-goating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm.

Responsible staff should be especially concerned about a child who:

- Is continually depressed and withdrawn
- Runs away or who is frightened to go home
- Is persistently blamed for things that go wrong

- Is made to carry out tasks inappropriate to their age
- Is not allowed to do normal childhood activities
- Displays excessive fear of their parents or carers
- Is excessively clingy and tearful

**SEXUAL ABUSE:** involves forcing or enticing a child or young person 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 assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Possible signs of sexual abuse:**

Sexual abuse occurs when someone engages a child in sexual activity, to fulfil their own sexual desires, which the child may not really understand and to which the child is not able to give informed consent. The abuser may use different ways to persuade the child to co-operate such as bribery, threats or physical force.

Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- Exhibits sexually explicit behaviour
- Has inappropriate sexual knowledge for her age
- Attempts suicide or self-inflicts injuries
- Repeatedly runs away from home

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

**Possible signs of neglect:**

Neglect can result when adults are unable to, or fail to, meet the physical or emotional needs of the children for whom they are responsible. All children need adequate food, clothing, warmth, love and attention to grow and develop properly. If they do not receive enough of any of these, their growth and development may suffer and they may even become disabled. Children may also be neglected when carers do not ensure that they receive proper medical care

Responsible staff should be especially concerned about a child who:

- Is constantly hungry, greedy or stealing food
- Has lingering illnesses which have not been treated
- Is continually smelly, scruffy and dirty
- Is often dressed in inadequate or unsuitable clothing for the weather conditions

- Suffers repeated accidents, suggesting a lack of proper supervision
- Is constantly tired
- Does not respond when given attention or, on the other hand, one who craves attention and affection from any adult

**Children missing education:** The School shall inform the applicable local authority (within which the pupil resides when not at the School) of any pupil who is going to be deleted from the admission register where he / she:

- has been taken out of school by his / her parents and is being educated outside the school system e.g. home education;
- has ceased to attend the School and no longer live within reasonable distance of the School;
- has been certified by a doctor as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither he / she nor by his / her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe by his / her will be returning at the end of that period;
- has been permanently excluded; or
- has been withdrawn from the School and we are unable to confirm the name of his / her new school.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

The School shall inform the applicable local authority of any pupil who:

- fails to attend School regularly; or
- has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.

### **CHILD SEXUAL EXPLOITATION (CSE):**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

It can involve exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Possible signs of Child Sexual Exploitation (CSE)**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.



## Honour-based violence

All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

## FEMALE GENITAL MUTILATION (FGM):

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation - 1997)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. It is a statutory/legal duty to personally report **any instances of FGM to the police**. The local police non-emergency number is 191/101.

So-called HBV can include forced marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> ) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage> ).

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory/legal duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

### Possible signs of Female Genital Mutilation (FGM)

These indicators are not exhaustive and whilst the factors detailed below may be an indication that a child is facing FGM, it should not be assumed that is the case simply on the basis of someone presenting with one or more of these warning signs. These warning signs may indicate other types of abuse such as forced marriage or sexual abuse that will also require a multi-agency response.

The following are some signs that the girl may be at risk of FGM:

- The family belongs to a community in which FGM is practised
- The family makes preparations for the child to take a holiday, e.g., arranging vaccinations, planning an absence from school

- The child talks about a 'special procedure/ceremony' that is going to take place
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family

The following are some signs that FGM may already have taken place:

- Prolonged absence from school and noticeable behaviour changes on return to school
- Avoidance of specific classes or activities such as PE or sports, giving reasons of bladder, menstrual or abdominal problems
- Girls finding it difficult to sit still in class or looking uncomfortable when sitting
- Girls complaining of pain between their legs, or talking about something someone did that they are not allowed to talk about.

### **Forced marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: handling case of forced marriage \(HM Government, June 2014\)](#).

Staff should speak to the DSL if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk) for advice and information.

**A child going missing from an education setting** is a potential indicator of abuse or neglect. Staff members should follow the procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. We will follow the guidance from the Secretary of State, (Counter Terrorism Act 2015) More information can be found in this guidance about children who run away or go missing from home or care.

### **Special educational needs and disabilities**

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

### **Looked after children and previously looked after children**

The DSL ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

Whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

contact arrangements with birth parents or those with parental responsibility;

information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL maintains these details, including contact details of the child's social worker.

### **Care leavers**

The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

## **CYBER-BULLYING**

“Cyberbullying is any form of bullying which takes place online or through a mobile phone.”  
[www.cyberbullying.org/](http://www.cyberbullying.org/)

Cyberbullying can involve social media sites, such as Facebook, Snapchat, Ask.fm and Instagram, emails, mobile phones and hand-held digital devices, used for SMS, photo messages and instant messaging.

The School expects all pupils and staff to adhere to the staff code of conduct on appropriate ICT acceptable use, including instructions regarding safe use of the internet. Certain websites are blocked by our filtering system and the School reserves the right to monitor pupils' use of the internet.

The School may impose sanctions for the misuse, or attempted misuse of the internet. We also adhere to the BECTA guidelines regarding e-teaching and the internet. Guidance on the safe use of social media sites and cyber-bullying is given in ICT and PSHE lessons, which covers blocking and removing contacts from “buddy lists”. This includes guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe. In addition CEOP resources are used as appropriate and information sessions for pupils and parents are led by internal and external trainers.

Mobile phones belonging to pupils must be handed into the school office at the beginning of the school day and are not permitted to be used in school.

The use of cameras on mobile phones is not allowed in school unless officially sanctioned and specifically approved by staff.

Cameras and mobile phone / hand-held digital device cameras may not be used in changing areas and toilets.

### **RADICALISATION and EXTREMISM Prevent Duty**

Radicalisation is defined in the Prevent Strategy as “the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

Extremism is defined in the Prevent Strategy as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

### **Possible signs of vulnerability to radicalisation include:**

#### **Identity**

- the pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- a pupil may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- a pupil may be searching for answers to questions about identity, faith and belonging.

#### **Personal Circumstances**

- migration;
- local community tensions; and
- events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

#### **Unmet Aspirations**

- the pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

#### **Experiences of Criminality**

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Through discussions in PSHEE/RE and other lessons across the curriculum pupils are equipped with the appropriate capabilities to build personal resilience and develop a positive sense of identity, with particular attention to safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

#### **Preventing Radicalisation**

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

The Department for Education non-statutory Prevent duty guidance can be accessed on:  
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:  
[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

The School, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and Deputy DSL and governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School's particular training requirements are Prevent Training The technical details of the filters used by the School are as follows The school has fire wall provided and monitored by compatibility.

### **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence, upskirting and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Within school staff have been trained on Peer and Peer abuse, we abide by our school rules which will help minimise any peer on peer abuse, we also have assemblies and talks with the children about abuse, bullying, what to do if they are unhappy or concerned or have witnessed any unkind behaviour. We record any minor causes for concern within our Care Diary which we go through at weekly staff meetings and discuss with all staff so we can highlight any concerns.

### **Upskirting**

'Upskirting' 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. It is a criminal offence.

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

Sexual violence and sexual harassment can occur between two children of **any** age and sex. This is an area of risk for all children. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## What is Sexual violence and sexual harassment?

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>19</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**<sup>20</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>21</sup>

### Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

## The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting

sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in this document. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## **Sexting**

- "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.
- The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.
- Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.
- The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:
  - (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
  - (b) it is necessary to report the image to a website or agency to have it taken down; or
  - (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.
- Where viewing an image is unavoidable:
  - (a) viewing should take place on School premises wherever possible;
  - (b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
  - (c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
  - (d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
  - (e) any member of staff who views an indecent image should be given appropriate support.
- If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in

relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

- If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).
- Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.
- The UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.
- The College of Policing has also produced a briefing note Police action in response to youth produced sexual imagery ("sexting") (November 2016) which provides information on how police forces treat instances of sexting by young persons.



## Appendix C

### **CONTACT DETAILS FOR SAFEGUARDING SOURCES OF ADVICE**

<b>Single Point of Entry (SPOE) (Enfield MASH)</b>	<b>020 8379 5555</b>
<b>Enfield Designated Officer (LADO)</b>	<b>020 8379 2767</b>
<b>Hertfordshire Designated Officer (previously LADO)</b>	<b>0300 123 4043</b>
<b>Barnet Designated Officer (MASH)</b>	<b>0208 359 4066</b>
<b>Enfield Duty Officer (if urgent)</b>	<b>0208 379 1000</b>
<b>Enfield Children &amp; Families Support Team</b>	<b>020 8379 2574</b>
<b>Haringey MASH Team</b>	<b>0208 489 4470</b>
<b>Haringey (out of hours)</b>	<b>020 8489 0000</b>
<b>CAHMS Parent Helpline:</b>	<b>0808 802 5544</b>
<b>CAHMS Chase Farm:</b>	<b>020 8375 2999</b>
<b>GPPS Chair of Governors</b>	<b>Contact via the School Office 020 8360 1469</b>

### **Other contact details**

The **NSPCC Whistleblowing** helpline can be contacted on:

National Society for the Prevention of Cruelty to Children (NSPCC)  
Weston House  
42 Curtain Road London EC2A 3NH

Tel: 0800 028 0285

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

<b>Childline</b>	<b>0800 1111</b>
<b>NSPCC</b>	<b>0808 800 5000</b>
<b>Ofsted's Whistleblower Hotline</b>	<b>0300 123 3155</b>
<b>Office of the Children's Commissioner</b>	<b>0207 783 8330</b>

**CONTACT DETAILS FOR PREVENT**

**Police Anti-terrorism hotline**                      **0800 789 321**

**Non-emergency advice for staff / governors:**

**counter-extremism@education.gsi.gov.uk**

**DfE dedicated telephone helpline (for staff and governors):**

**020 7340 7264**

**Local Authority Prevent Lead**

**Enfield:**                                              **ChildrensMASH@enfield.gov.uk**

**Barnet**                                                **mash@barnet.gov.uk**

**Haringey**                                            **safercommunities@haringey.gov.uk**

**Hertfordshire**                                    **admin.hscb@hertfordshire.gov.uk**

**Local Police Force**                              **101**

**CONTACT DETAILS (Police) FOR FGM**

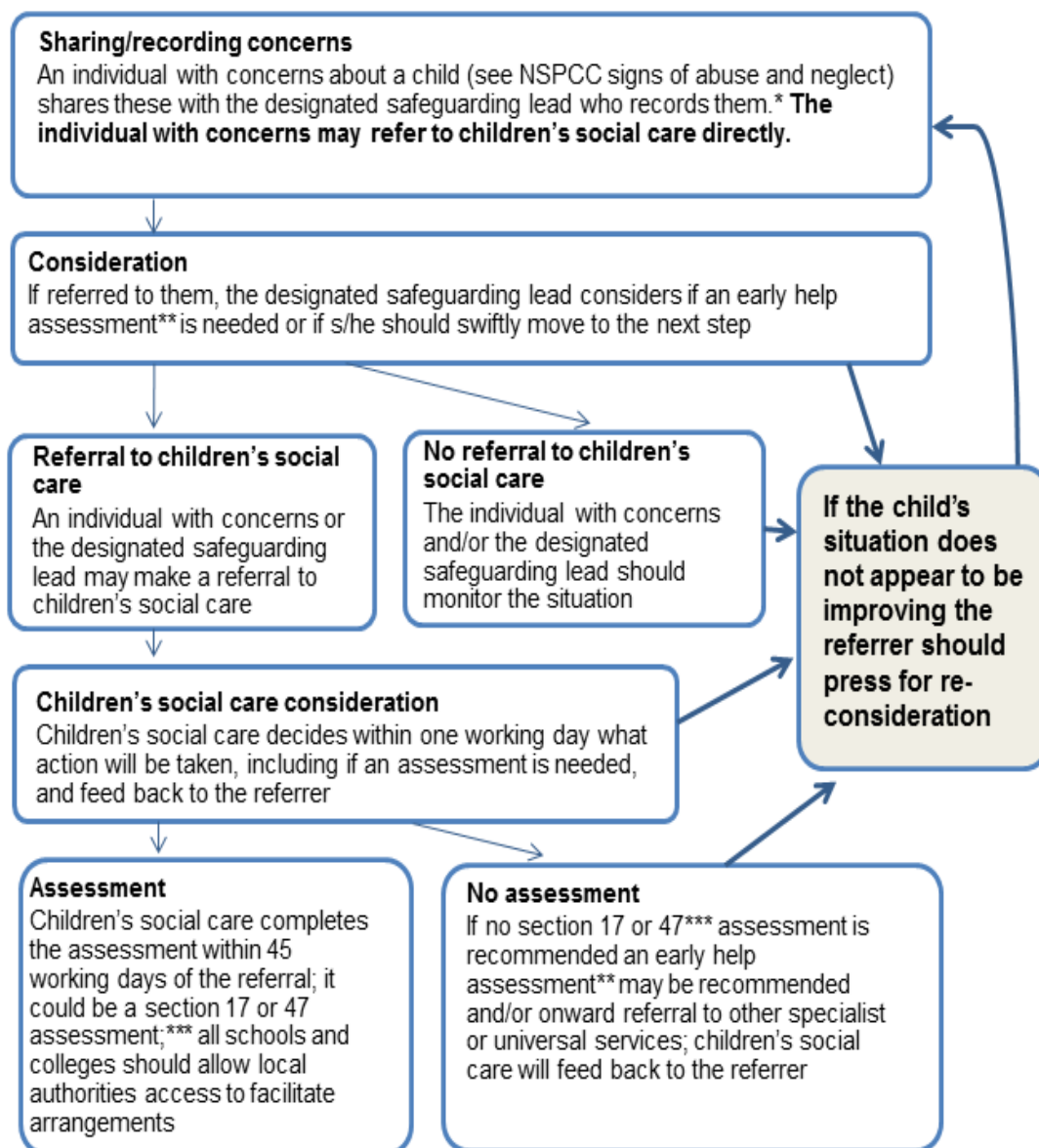
**Local Police Force**                              **101**

## Appendix D - CHILD PROTECTION PROCEDURE FLOW-CHART

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

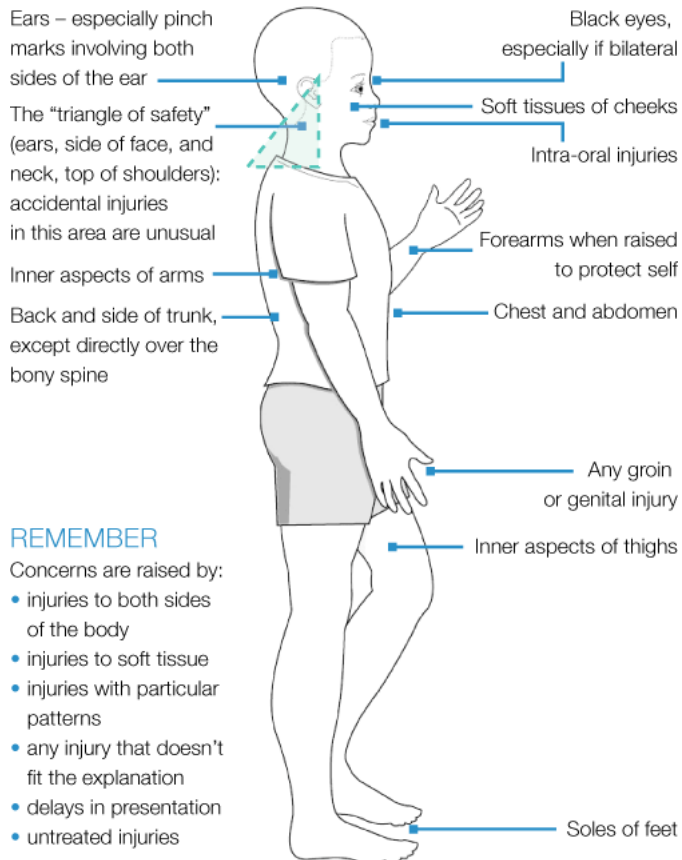
**Appendix E: Logging a concern about a child’s safety and welfare**

<b>Pupil’s Name:</b>	<b>Date of Birth:</b>		
<b>Date:</b>	<b>Time (of writing this record):</b>		
<b>Name:</b> ..... <table style="width:100%; border:none;"> <tr> <td style="width:50%;"><b>Print</b></td> <td style="width:50%;"><b>Signature</b></td> </tr> </table> <b>Job Title:</b>		<b>Print</b>	<b>Signature</b>
<b>Print</b>	<b>Signature</b>		
<b>Note the reason(s) for recording the incident.</b>  			
<b>Record the following factually: Who? What (If recording a verbal disclosure by a child use their words)? Where? When (date &amp; time of incident)? Any witnesses?</b>  			
<b>Professional opinion where relevant (how and why might this have happened?)</b>  			
<b>Note actions, including names of anyone to whom your information was passed.</b>  			
<b>Any other relevant information (Factual)</b>  			

**Check to make sure you report is clear now – and will also be clear to someone else reading it next year**

**PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION**

## Typical features of non-accidental injuries (injuries that should raise concerns)

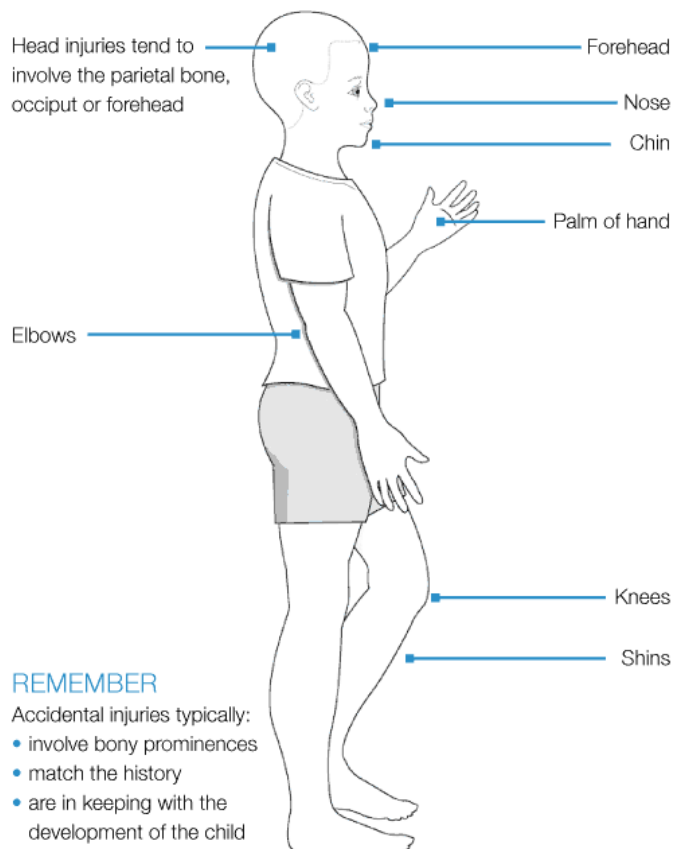


### REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries

## Typical features of accidental injuries



### REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child

## Non-accidental Injuries

### Bruises likely to be:

- Frequent
- Patterned e.g. finger and thumb marks
- Old and new in the same place (note colour)
- In unusual position (see chart)

### Consider:

- Developmental level of child and their activities
- May be more difficult to see on darker skins

### Burns and scalds likely to be:

- Clear outline
- Splash marks around the bum area
- Unusual position e.g. back of hand
- Indicative shapes e.g. cigarette burns, bar of electric fire

### Injuries suspicious if:

- Bite marks
- Fingernail marks
- Large and deep scratches
- Incisions e.g. from blade

### Fractures likely to be:

- Multiple – healed at different time consider:
- Age of child always suspicious in babies under two years old
- Delay in seeking treatment

### Sexual abuse may result in:

- Unexplained soreness, bleeding or injury to genital or anal area

Sexuality transmitted diseases e.g. warts, gonorrhoea

## Accidental Injuries

### Bruises likely to be:

- Few but scattered
- No pattern
- Same colour and age

### Consider

- Age and activity of child e.g. learning to walk
- May be confused with birthmarks or other skin conditions (e.g. Mongolian blue spot)

### Burns and scalds likely to be:

- Treated
- Easily explained
- May be confused with other conditions e.g. impetigo, nappy rash

### Injuries likely to be:

- Minor and superficial
- Treated
- Easily explained

### Fractures likely to be:

- Of arms and legs
- Seldom of ribs except for road traffic accidents
- Rare in very young children
- May rarely be due to 'brittle bone syndrome'.

### Genital area:

- Injury may be accidental (seek expert opinion)
- Soreness may be nappy rash or irritation e.g. from bubble bath

Anal soreness may be due to constipation or threadworm infestation.

In addition to the GPPS Staff Code of Conduct additional advice and clarification regarding interaction with pupils in a variety of circumstances.

Once an accusation has been made, it must be investigated by the school and the police and social services may be called, depending on the nature and severity of the alleged offence. The staff (or volunteer) concerned may even be suspended from duty or involvement, and people in this situation inevitably feel isolated and powerless.

### **Physical contact with pupils**

A member of staff should never stand in the shoes of the parent to provide physical comfort. Staff should now be very wary of any demonstration of affection in the light of the complaints that can be made against school staff. There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a member of staff has to respond to a child's own needs:

### **Musical and sporting activities**

In instrumental lessons and during sport teachers may have to come into close physical contact with the pupil. Wherever possible however, contact should be avoided.

### **Disciplining of pupils**

Corporal punishment has been abolished in all maintained schools by the Education (No 2) Act 1986. The School Standards & Framework Act of 1998 extended this ban to independent schools. Teachers at GPPS should never use physical force in the disciplining of pupils, including those in the EYFS.

Members of staff should seek to:

- Ensure that s/he is not alone with a pupil in an isolated part of the building

### **Force used to avert an immediate danger**

When an emergency arises in the classroom, or elsewhere within a member of staff's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property. Where violence is taking place or is about to take place, staff should:

- i. Wherever possible, first try to speak with the pupils in an effort to calm the situation;
- ii. Where violence has begun, a sole member of staff is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others;
- iii. Once another member of staff is in the vicinity, then they can attempt to separate the pupils and to calm the situation.
- iv. The importance of the presence of another member of staff is twofold: firstly, the two members of staff are a witness to each other's actions if any allegations of assault were subsequently made by pupil or parent, and secondly, another member of staff may reduce a risk of bodily harm.

Where physical intervention has been necessary a record should be made on an incident form. Parents should be informed of the action that took place.

### **First Aid**

Naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid:

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy

Always record very accurately any accident First Aid on the Accident forms available stating which parts of the body were touched. If at all possible have this witnessed and signed by another adult.

### **School Visits - Self Protection**

Also refer to the Educational Visits Policy. If it is an overnight trip, staff should always try to:

- check rooms in pairs
- avoid taking a child or children into a staff bedroom
- avoid going into the toilet alone with children, but inform another staff member if it is necessary to do so.
- When transporting children in staff cars at least two children must be in each car.

When taking children on an outing, be aware of how you appear to the public when dealing with the children. In one county a special needs teacher was reported for 'abusing' a child by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of children. All members of staff should carry identification when on journeys with children.

### **General Guidance on Self Protection**

If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that another adult also knows. As it could be a totally innocent touch, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

Do not place yourself in a situation where you are spending excessive amounts of time alone with one child away from other people. If you tutor a student, ensure that the door to the room is open. Tell another staff member if you are going to see a child on your own. Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is not acceptable and could get the child into difficulty, but be sure that you do not make the child feel guilty. The behaviour is an imitation of the abuse the child suffered and is not the child's fault. Never do something of a personal nature for children that they can do themselves. Be mindful of how and where you touch children (only if absolutely necessary). Be careful of extended hugs (and kisses on the mouth) from children. This guideline is important not only for our protection but for the children as well. If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

### **Be aware of inappropriate electronic communication with a child**

Never keep suspicions of inappropriate behaviour or abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence. 'Why didn't he tell/ Something to hide?' Ensure that you have the opportunity to discuss your own feelings, if possible with other members of staff.

## **Designated Safeguarding Lead Role Description**

The governing body should ensure an appropriate senior member of staff, from the school is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety).

## **Deputy designated safeguarding leads**

The deputy DSL is to be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

## **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

## **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher (or Designated Safeguarding Governor) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

## **Training**

The designated safeguarding lead (and the deputy) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:



- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCP to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.