



Hadley Wood Primary School Child Protection Policy and Procedures

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Name of person responsible for this policy	Fran Worby
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School Designated Safeguarding Leads:

Fran Worby, DSL, Headteacher
Paula Bertram, DSL, Assistant Head for Inclusion
Rachael Byrne, DSL, Staff Governor

Child Protection and Safeguarding Governor: Mrs Elaine Hayward

Child Protection Policy and Procedures

Name of School	Hadley Wood School
This policy was written and adopted on	5.2.2018 and updated in light of the 2020 KCSIE changes
The policy to be reviewed in	September 2021 or sooner if legislation changes

1. Introduction

"Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the best interests of the child".

(Keeping Children Safe in Education – DfE, September 2020)

This Child Protection and Safeguarding Policy is for all school and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with the school's Safer Recruitment Policy, Staff Code of Conduct Policy, Positive Handling Policy, Anti-Bullying Policy, Behaviour for Learning Policy, Health and Safety Policy, Educational Visits Policy, Online - safety Policy and any other relevant policy.

Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2020).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2020 as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

- 1.1 Pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
- 1.2 The governors and staff of Hadley Wood School fully recognise the contribution it makes to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.3 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.4 Abuse is abuse and will never be tolerated or passed off as 'banter', just having a laugh or part of growing up. All allegations of abuse will be recorded, investigated and dealt with the same level of vigour by all staff.

2. The aims of this policy are:

- 2.1 To support the child's development in ways that will foster security, confidence and independence.
- 2.2 To ensure that all staff and helpers are clear about their role and responsibilities in safeguarding and know the necessary actions for keeping a child safe.
- 2.3 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 2.4 To provide a systematic means of monitoring children known or thought to be at risk of harm.
- 2.5 To identify pupils who may benefit from 'Early Help'.
- 2.6 To emphasise the need for good levels of communication between all members of staff.
- 2.7 To maintain a structured procedure which is followed by all members of the school community where abuse is suspected.
- 2.8 To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services.
- 2.9 To ensure that all adults within our school community who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including visitors.
- 2.10

3. Procedures

Our school procedures for safeguarding children will comply with those recommended by the Safeguarding Enfield Partnership (Enfield Council, NHS Enfield Clinical Commissioning Group and the Metropolitan Police Service) All professionals within the Safeguarding Enfield Partnership must work in accordance with the London Child Protection Procedures (5th edition)

We will ensure that

- 3.1 We have designated members of staff who undertake regular training every two years: Fran Worby is designated Lead (person responsible for making decisions about Child Protection and Safeguarding and liaising with external bodies) and Paula Bertram is deputy. Rachael Byrne (Yr 2 Teacher / Staff Governor) also has the relevant training.
- 3.2 All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every three years formally. On the two interim years the training is delivered annually by one of the trained DSLs. All staff, including cleaners, are invited to this training, together with member of the Governing Body. Records of any child protection training undertaken is kept for all staff and governors. If a member of staff is absent from the training steps will be taken for them to take the training at the first opportunity.
- 3.3 All members of staff know how to respond to a pupil who discloses abuse:
 - All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead. Posters identifying the DSL and Deputy DSLs are displayed around the school.
 - Concerns about a child at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Leads.
 - All action is taken in accordance with the following guidance;
 - Safeguarding Enfield Partnership guidelines – Pan-London Child Protection Procedures
 - Keeping Children Safe in Education (DfE, 2020)
 - Working Together to Safeguard Children (DfE, 2018)
 - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
 - Where there is risk of immediate harm, concerns will be referred by telephone using the relevant local authority Multiagency Safeguarding Hub (MASH) or the Police. Less urgent concerns or requests for support will be referred via the relevant local authority MASH for consideration of Early Help support as appropriate.
 - Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the relevant local authority (MASH) with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.
 - On occasions, it may be necessary to seek advice from the Enfield MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.
 - If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.
 - If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. In addition, where there is no Designated Safeguarding lead (DSL) or Deputy DSL available on site (due to sickness or other circumstances beyond our control), a member of the Senior Leadership Team (SLT) will take responsibility for safeguarding and will inform all school staff and volunteers of this by email.
- 3.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 3.5 All staff will have read Part 1 of the Government Guidance *Keeping children safe in education (September 2020)*. This guidance contains reference to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, female genital mutilation and preventing radicalisation.

- 3.6 All staff will have read the school safeguarding and child protection policy and signed that they have understood it. It is the responsibility of senior managers and Chair of Governors to ensure all staff can access and understand Part 1 of the document *Keeping children safe in education (September 2020)*.
- 3.7 Our procedures will be regularly reviewed and up-dated.
- 3.8 All new members of staff will be given a copy of our child protection procedures and of the Government Guidance; *Keeping children safe in education (September 2020)* part 1 as part of their induction into the school. All staff will sign to say that they have read and understand these documents.
- 3.9 We provide "refresher sessions" each September to remind staff about key issues and school protocols. Careful records of staff training will be kept and filed within the school's safeguarding file.

4. Early Help and Prevention

- 4.1 All staff are responsible for identifying a child who may benefit from 'Early Help'. 'Early Help' means providing support as soon as a problem emerges at any point or stage of development of a child's life
- 4.2 Staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. Staff may be required to contribute in an 'Early Help' assessment. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore: maintain an ethos where the children feel that they will be heard and know to whom they can speak if they are worried or having a difficulty.
- 4.3 The school will also include in the curriculum opportunities for PHSE which will equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

5. Responsibilities

The Designated Lead is responsible for:

- 5.1 Adhering to the Safeguarding Enfield Partnership and school procedures with regard to referring a child if there are concerns about possible abuse.
- 5.2 Ensuring that all members of staff (paid and unpaid) understand they have the statutory responsibility to safeguard and promote the welfare of children
- 5.3 Taking the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school.
- 5.4 Ensuring that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.
- 5.5 Acts as a source of advice and support to other staff on child protection matters and makes sure that timely referrals to relevant (Barnet/Enfield) Multi-Agency Safeguarding Hub (MASH) are made in accordance with current London Child Protection Procedures.
- 5.6 Work closely with the local authority, the Channel programme and other agencies as required.
- 5.7 If for any reason the Designated Safeguarding Lead (DSL) is unavailable, the Deputy Designated Safeguarding Lead(s) will act in their absence.
- 5.8 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 5.9 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 5.10 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 5.11 Ensuring that any pupil currently the subject of a child protection plan who is absent without explanation for two days is referred to Children's Social Care to ensure that the absence is for an acceptable reason.
- 5.12 Be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children.
- 5.13 Support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can be made to best support them

6. Governors

- 6.1 Our Child Protection & Safeguarding governor is **Mrs. E Hayward**
- 6.2 In the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to **Mrs J Lee, Chair of Governors.**
- 6.3 Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.
- 6.4 The Governing body will ensure that their safeguarding arrangements take into account the procedures and practice of the Enfield Safeguarding Partnership.

- 6.5 Governors ensure the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.
- 6.6 Governing bodies must ensure that all required policies relating to child protection and safeguarding (including a staff code of conduct & Covid-19 requirements and guidance) are in place and that the Child Protection and Safeguarding Policy reflects statutory and local guidance
- 6.7 Governors should ensure that the policy is updated annually and all staff are aware of expectations set out in the staff Code of Conduct
- 6.8 Governors also ensure there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place and that they have their safeguarding role explicitly within their job descriptions and are trained for the role as set out in Keeping Children Safe in Education 2020
- 6.9 Governors recognise the pivotal role schools have to play in multi-agency safeguarding arrangements. They ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children
- 6.10 The governing body ensures that all staff have the knowledge, skills and understanding of children who have an allocated social worker; looked after and previously looked after children in order to recognise their additional vulnerabilities and keep them safe
- 6.11 Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future. The school follows the LA policy 'Children Missing from Education'
- 6.12 Governors ensure that children are taught to keep themselves safe, including online, making sure that appropriate filters and monitoring systems for online usage in school are in place. This will include children that are accessing online learning at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex and Health Education (RSHE).
- 6.13 The governing body and school leadership team are responsible for robust, safer recruitment procedures that help to deter, reject or identify people who may abuse children. The school adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity

7. Supporting Children

- 7.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 7.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 7.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 7.4 Our school will support all pupils by:
 - 7.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - 7.4.2 Promoting a caring, safe and positive environment within the school.
 - 7.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 7.4.4 Notifying Children's Social Services as soon as there is a significant concern.
 - 7.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
 - 7.4.6 Providing 1:1 counselling from a qualified counsellor or, if no one is currently available, supporting parents in finding suitable support for their child.

8. Confidentiality and Sharing Information

- 8.1 In accordance with statutory requirements, where there is a child protection concern, all staff must be made aware that they have a professional responsibility to report it directly to the Designated Safeguarding Lead

(DSL) or Deputy DSLs and that this information may require further referral and subsequent investigation by appropriate authorities.

- 8.2 We recognise that all matters relating to Child Protection are confidential.
- 8.3 Whilst the school are aware of Data Protection and GDPR, matters of safeguarding may have to be shared with third parties, e.g. Social Services, in order to ensure that the children are safe.
- 8.4 Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or Deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.
- 8.5 All staff must be aware that they cannot promise a child to keep secrets.

9. Records and information sharing

- 9.1 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR).
- 9.2 Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.
- 9.3 Well-kept records are essential to good child protection practice. Our schools are clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies. Our schools use Safeguard software programme to support accurate record keeping.
- 9.4 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on Safeguard (the school cloud-based safeguarding portal), noting what was said or seen, if appropriate, using a body map to record with the date, time and location. An alert notification will then be sent directly to the Designated Safeguarding Lead (DSL) and Deputy DSLs who will decide on the appropriate action and record it accordingly. It is essential that this is carried out immediately without delay. All records will be dated and signed, with the name printed and will include the action taken.
- 9.5 Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file.
- 9.6 All child protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth, or until they transfer to another school or educational setting. Further details are available in our Data Retention Policy which is available on our webpage.
- 9.7 Where a pupil transfers to another school or educational setting, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our schools.
- 9.8 Where a child joins either of our schools, we will request all child protection records from the previous educational setting if none are received.

10. Interagency working

- 10.1 Our school will be proactive and prioritise inter-agency working to contribute to safeguarding children.
- 10.2 It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report is submitted to any child protection conference or core group meeting for children on the school roll or previously known to them.
- 10.3 Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s).
- 10.4 Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions and planning at the meeting(s).
- 10.5 If a child is subject to a child protection or a child in need plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, mental health and emotional wellbeing, academic progress, welfare and presentation.
- 10.6 The Designated Safeguarding Lead (DSL) will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless waiting for the next meeting would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so and the actions agreed.

10.7 When we become aware that a child who is being, or is going to be, privately fostered our schools have a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make an appropriate referral using the Enfield referral pathway

11. Supporting Staff

11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

12. Allegations against staff and Volunteer

12.1 The core aim of our school is to provide a safe and supportive environment that secures the wellbeing and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct and the Staff ICT Acceptable Use Policy.

12.2 We do, however, recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all.

12.3 We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children.

12.4 As a school we take all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

12.5 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

12.6 Supply staff, whilst not employed by the school are under the supervision, direction and control of the governing body when working in the school. If we receive an allegation about an individual that is not directly employed by the school - for example, supply teachers - we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and LADO to manage the process.

12.7 All staff are aware that initial concerns should be raised with the Headteacher, or, in her absence, one of the Deputy Designated Safeguarding Leads. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

12.8 If an allegation is made or information is received that any member of staff or volunteer who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved in a way that indicates they may not be suitable to work with children the procedure outlined below should be followed:

12.9 The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff.

12.10 The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff.

12.11 Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair (the name of both the Chair and Vice Chair of the Governing Body is published on our school website). The Headteacher or Chair of Governors will seek advice from the LADO within one working day.

12.12 No member of staff will undertake further investigations before seeking advice from the LADO.

12.13 Any member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly.

12.14 The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one

of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

- 12.15 The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at either of our schools, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Enfield HR department.

13. Whistleblowing

- 13.1 Whistleblowing is defined as 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
- 13.2 All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing policy (a copy of which is available on the school website).
- 13.3 We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014).
- 13.4 However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk
- 13.5 Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

14. SEND and LAC Pupils (Special educational needs and disabilities, Looked after children)

- 14.1 It is essential that all staff are vigilant when monitoring the health and well-being of all SEND pupils. Evidence from research confirms that disabled pupils are particularly vulnerable to abuse and/or neglect. All staff must raise any concerns of SEND pupils using the procedures set out in this policy for all pupils. LAC are another vulnerable group therefore the Designated Safeguarding Lead will liaise with the Virtual Schools Headteacher (The person responsible for the education of Looked After Children) to ensure they are safeguarded from harm.

15. Physical Intervention

- 15.1 Our 'Positive Handling' policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 15.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. (See the Behaviour Policy)

16. Behavioural for Learning Policy

- 16.1 Our behavioural policy is set out in a separate policy 'Behaviour for Learning Policy' and acknowledges that to allow or condone bullying including online bullying may lead to consideration under child protection procedures.

17. Racist or Homophobic Incidents

- 17.1 Our policy on racist or homophobic incidents, the 'Equalities Policy' is set out in a separate policy. It should be noted that repeated racist or homophobic incidents or a single serious incident may lead to consideration under child protection procedures.

18. Health & Safety

- 18.1 Our Health & Safety policy, set out in a separate document reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

19. Online Safety

- 19.1 Our Online Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world.
- 19.2 Staff are given clear guidelines in the appropriate use of social media as part of their Code of Conduct.

20. Types of abuse / specific safeguarding issues

"All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments".

(Keeping Children Safe in Education (DfE, 2020))

20.1 The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

20.2 Our school staff are aware of the signs of abuse and neglect to assist and enable us to identify children who may be in need of help or protection.

20.3 **All** school staff recognise that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. They are aware that in most cases, multiple issues will overlap with one another.

21. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

21.1 Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to boys and girls from any background or community.

21.2 This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

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

21.4 This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

21.5 The abuse can be perpetrated by individuals, groups, males or females and children or adults.

21.6 Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

21.7 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of 'County Lines' criminal activity; drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them.

21.8 The key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Enfield MASH Team or a direct referral using the National Referral mechanism for human trafficking.

21.9 All reports of Child Sexual Exploitation and Child Criminal Exploitation will be regarded as a Child Protection matter.

22. Forced Marriage

22.1 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 where violence, threats or any other form of coercion is used.

22.2 If staff become aware that this may be an issue they must report it to the Designated Safeguarding Lead at once.

23. FGM

23.1 Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs.

- 23.2 It is illegal in the UK and is a form of child abuse.
- 23.3 The Serious Crime Act 2015 (Home Office, 2015) places a duty on **teachers** to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.
- 23.4 Our school will operate in accordance with the statutory requirements relating to female genital mutilation in line with the London Child Protection Procedures.

24. Peer on Peer Abuse

- 24.1 Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered, harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.
- 24.2 Child on child abuse can manifest itself in many ways. This may include bullying (including online bullying), online abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. **Sexting** is when someone sends or receives a sexually explicit text, image or video. Pressurising someone into sending nude selfies, pictures or sharing someone's picture without their permission even if it's a friend is wrong and even illegal.
- 24.3 We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs.
- 24.4 We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.
- 24.5 Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse. Staff will be mindful of gendered issues and the likelihood of different orientations being vulnerable to different types of abuse. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be treated as seriously as incidents between children of the opposite sex.
- 24.6 Staff will also follow all cases of bullying through the procedures set out in our 'Anti Bullying' policy. Raising awareness with all pupils about the effects of peer on peer abuse is essential as is ensuring pupils have a voice in the school to raise concerns.

25. Sexual Violence and Harassment

- 25.1 Sexual violence and harassment can occur between children of any age, individually or in groups.
- 25.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood, the experience will adversely affect their educational attainment.
- 25.3 Our school takes all victims seriously and they will be offered the appropriate support.
- 25.4 Our school will ensure that sexual violence and sexual harassment is not acceptable in any circumstances.
- 25.5 We do not accept that it is 'just part of growing up' or a joke. Our school will manage such incidences by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures.
- 25.6 '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. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019
- 25.7 Staff will remain vigilant at all times and report any concerns directly to the DSL or Deputy DSLs immediately.

26. Honour Based Violence (HBV)

- 26.1 This encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing.
- 26.2 It often involves a wider network of family or community pressure and can involve multiple perpetrators.
- 26.3 All forms of HBV are abuse and if staff become aware of children discussing these in school they must report this to the Designated Safeguarding Lead.

27. Radicalisation

- 27.1 Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26 places a duty on schools in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".
- 27.2 This duty is known as the PREVENT duty. It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical
- development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas and;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

27.3 CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism.

27.4 All staff understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using Enfield referral pathways

28. Mental Health and Wellbeing

28.1 All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse.

28.2 All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse.

28.3 Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem.

28.4 Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school child protection policy.

28.5 Our school will work to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

28.6 We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience.

28.7 It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the mental health and wellbeing of our children.

28.8 It is equally important that parents share any concerns about the wellbeing of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

28.9 Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the Designated Safeguarding Lead (DSL) or relevant key person will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Enfield referral pathways.

29. Domestic Abuse

29.1 Domestic abuse is defined as "any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality.

29.2 The abuse can encompass, but is not limited to: psychological; physical, sexual; financial and emotional"

29.3 Children who witness domestic abuse in the context of their home life can be adversely affected. Exposure to domestic abuse can have serious long lasting emotional and psychological impact on children.

29.4 The school will work with relevant agencies to ensure that our children are supported and kept safe.

30. What to do if you are worried about the safety of a child? Report it now

30.1 All children and young people have the right to live in safety, without emotional cruelty, neglect, violence or sexual abuse. If you are worried about a child please tell us about your concerns so that we can help.

Referrals can be made via the Enfield Children's Portal

<https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home>

If you have a safeguarding concern that can't wait for a referral form, you should call the MASH on 020 8379 5555.

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Related policies include

- Behaviour for Learning Policy
- Anti-Bullying policy
- Managing Medicines Policy
- EYFS Policy
- Race Equality Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Online Safety Policy

Training: Education Child Protection

info@ecplimited.com TEL 01727 808340

Unit 1i, The Hertfordshire Business Centre,

Alexander Road,

London Colney,

Herts, AL2 1JG

Safeguarding Enfield Partnership

<https://www.enfield.gov.uk/safeguardingenfield/>

