



Hadley Wood Primary School Child Protection Policy and Procedures

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School Designated Safeguarding Leads:

Fran Worby, DSL, Headteacher
Lynsey Jennings, DSL, Deputy Headteacher
Paula Bertram, DSL, Assistant Head for Inclusion

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 2022 KCSIE changes
The policy to be reviewed in	September 2023 or sooner if legislation changes

Introduction

Safeguarding is defined as: *protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes* (Working Together to Safeguard Children, DfE, 2018, p6).

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole school staff and volunteers. All staff should be aware of systems within our school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse;
- behaviour policy which should include measures to prevent bullying, including online bullying, prejudice-based and discriminatory bullying;
- staff Code of Conduct should amongst other things, include low-level concerns, allegations against staff and whistleblowing as well as acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- safeguarding response to children who go missing from education; and also important that staff determine how best to build trusted relationships with children and young people which facilitates communication;
- role of the DSL including the identity of the DSL and any Deputy DSLs.
- copy of Part One Keeping Children Safe in Education (2022) and should be signed to say it has been read and understood. Annex B Further information
- Annex A, condensed version of Part one of KCSiE (DfE 2022). It can be provided (instead of Part one) to those staff who do not directly work with children

This policy is in line with statutory guidance for schools and colleges; Keeping Child Safe in Education (2022), Working Together to Safeguard Children (2019) and London Child Protection Procedures (5th Edition) and should be read along with the school's Safer Recruitment Policy, Staff Code of Conduct Policy, Positive Handling Policy, Anti-Bullying Policy, Behaviour in Schools Policy, Health and Safety Policy, Educational Visits Policy, Online -safety Policy and any other relevant policy.

Aims

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- 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.
- 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.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To identify pupils who may benefit from 'Early Help'.
- To emphasise the need for good levels of communication between all members of staff.
- To maintain a structured procedure which is followed by all members of the school community where abuse is suspected.
- To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services.
- 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.

Our School's Commitment

Hadley Wood Primary School is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2022 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.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk, including child on child harm, or with a special educational need or disability;
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging;
- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations against staff may be made, however careful and safe our recruitment practices.

Our Approach to Safeguarding Children

Hadley Wood Primary School will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with any member of staff, the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL (or Deputy DSL) on site and they will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Taking appropriate steps to ensure our school is Covid-19 safe in-line with current government guidelines;
- Identifying and responding to 'Early Help' needs of children and families;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

Roles and Responsibilities

All staff and volunteers will:

- Fully comply with the school's policies and procedures, attend appropriate safeguarding training and inform the Designated Safeguarding Lead of any concerns and read Part 1 of Keeping Child Safe in Education 2022.

Information about Safeguarding for Pupils

Through the curriculum and lessons pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner. Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices. Child on child harm is addressed in a supportive and age appropriate way.

All pupils know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard, helped and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known. Posters are displayed around the school identifying the DSLs and children are made aware of this.

1. School Expectations

As a school we will ensure our pupils:

- 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. 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 recognise that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Enfield Safeguarding Children Partnership, including Children and Families' Services and the MASH. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.

Our school will work openly and collaboratively with parents/carers and seek consent (where possible) when sharing information with other agencies. We will inform parents/carers of our responsibilities to safeguard their children. We will make this policy available via our website and provide additional safeguarding information via our newsletter and parents/carers forums.

We will ensure that

- 2.1 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) with Paula Bertram and Lynsey Jennings forming part of the DSL Team. Each have received the relevant full DSL training.
- 2.2 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.
- 2.3 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, 2022)
 - 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.

- 2.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 2.5 All staff will have read Part 1 of the Government Guidance *Keeping children safe in education (September 2022)*. 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.
- 2.6 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 2022)*.
- 2.7 Our procedures will be regularly reviewed and up-dated.
- 2.8 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 2022)* part 1 as part of their induction into the school. All staff will sign to say that they have read and understand these documents.
- 2.9 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.

3. Early Help and Prevention

- 3.1 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
- 3.2 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.
- 3.3 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.

4. Responsibilities

The Designated Lead is responsible for:

- 4.1 Adhering to the Safeguarding Enfield Partnership and school procedures with regard to referring a child if there are concerns about possible abuse.
- 4.2 Ensuring that all members of staff (paid and unpaid) understand they have the statutory responsibility to safeguard and promote the welfare of children

- 4.3 Taking the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school.
- 4.4 Ensuring that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.
- 4.5 Ensure the safeguarding and child protection policy is available publicly and that parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.
- 4.6 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.
- 4.7 Consult with and/or refer cases of suspected abuse including extra-familial harm and child on child abuse to Children and Families Service Multi-Agency Safeguarding Hub (MASH) and maintain a record of all concerns and referrals
- 4.8 Work closely with the local authority, the Channel programme and other agencies as required.
- 4.9 If for any reason the Designated Safeguarding Lead (DSL) is unavailable, the Deputy Designated Safeguarding Lead(s) will act in their absence.
- 4.10 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 4.11 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 4.12 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 4.13 Attend and contribute to safeguarding and child protection meetings with partners as appropriate, including, but not limited to, children protection, child in need and Extra Familial Risk Panel (EFRP) meetings;
- 4.14 Monitor and support Child in Need and Child Protection plans, reporting any unauthorised absences to the child's social worker as soon as possible;
- 4.15 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.
- 4.16 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff. The DSL/DDSL should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.
- 4.17 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.
- 4.18 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
- 4.19 Recognising how to identify signs of abuse and know when it is appropriate to make a referral to Children and Families Service;
- 4.20 Have knowledge of the CHSCP Escalation Policy, the Local Authority Designated Officer (LADO) role, the conduct of a child protection case conference and be able to attend and contribute to these;
- 4.21 Ensure that all staff have access to and understand the school's safeguarding policy;
- 4.22 Ensure that all staff have induction safeguarding training and receive regular updates;
- 4.23 Access resources and attend any relevant or refresher training courses at least every two years;
- 4.24 Ensure accurate records of training, updates, policy dissemination and the reading of Part 1 of KCSIE are kept.
- 4.25 Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this;
- 4.26 Ensure parents are routinely made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- 4.27 When a child leaves the school, ensure the child protection file is copied for the new setting in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed;
- 4.28 Ensure the school adheres to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics,
- 4.29 The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges. The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that

whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

5.

5.1 **All staff** must immediately report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Concerns that a child is presenting signs or symptoms of abuse or neglect, including child on child harm or extra-familial risks and online harms
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of harm or abuse about or by a child or young person
- Concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present), or a staff member
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (Private Fostering);

6. **Headteacher**

Our **Head Teacher** will ensure that:

- 6.1 The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- 6.2 All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including child on child harm and exploitation;
- 6.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and their deputy to carry out their roles effectively including the assessment of pupils, attendance at initial child protection conferences, core group and other necessary meetings;
- 6.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy;
- 6.5 They have completed Safer Recruitment training;
- 6.6 The procedure for managing allegations against staff is known to all staff and displayed in staff rooms;
- 6.7 Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- 6.8 That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- 6.9 A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

7. **Governors**

Our Child Protection & Safeguarding governor is **Mrs. E Hayward**. Our **Governing Body** will ensure that:

- 7.1 Governing bodies must ensure that all required policies relating to child protection and safeguarding are in place and that the Child Protection and Safeguarding Policy reflects statutory and local guidance.
- 7.2 All governors and should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- 7.3 There is a named Governor lead for safeguarding and there is good communication between them and Designated Safeguarding Lead(s) within the school
- 7.4 In the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to **Mr Richard Walker, Chair of Governors**.

- 7.5 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.
- 7.6 The Governing body will ensure that their safeguarding arrangements take into account the procedures and practice of the Enfield Safeguarding Partnership and remedy, without delay, any deficiencies or weaknesses regarding safeguarding practice and arrangements.
- 7.7 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.
- 7.8 Governors should ensure that the policy is updated annually and all staff are aware of expectations set out in the staff Code of Conduct
- 7.9 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 2022
- 7.10 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
- 7.11 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
- 7.12 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'
- 7.13 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).
- 7.14 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.
- 7.15 Where services or activities are provided on the school premises by another service, group or individual, the school will check they have appropriate policies and procedures in place in regard to safeguarding children and have 'hire agreements' with external groups and individuals.
- 7.16 Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.
- 7.17 Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

8. Responding to Disclosure

Disclosures or information that a child has been harmed or is at risk may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Seek clarification about the information (if necessary) without asking leading or probing questions
- Make a written record of what the child has said using the school's internal reporting mechanism - Safeguard (<https://app.safeguard.software/auth.asp?page=login>)
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead
- Reassure and support the child or young person as far as possible
- Not promise secrecy
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the child will be involved as appropriate.

9. Supporting Children

- 9.1 Hadley Wood Primary School recognises that children's welfare is paramount. Good safeguarding and child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers
- 9.2 Whilst we may, on occasion, need to make referrals to Children and Families Service without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children.
- 9.3 We will rely on the MASH Consultation Line to inform our decision making regarding seeking consent from parents/carers regarding seeking consent to share information.
- 9.4 Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- 9.5 We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties.
- 9.6 The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child(ren) on the principle of those working directly with children will need to know more.
- 9.7 Staff will not be enabled to further share this information further without the expressed permission of the DSL.

10. Confidentiality and Sharing Information

- 10.1 The school will operate with regard to Information Sharing: Guidance for practitioners and managers (2018), and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.
- 10.2 The school will ensure:
- Information is shared with Children and Families Service and/or Police where the child/young person is or may be at risk of, or experiencing, significant harm, including child on child harm and online abuse
 - Pupil's and/or parent's/carer's confidentiality is respected
 - That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure
 - Allegations and/or disclosures of a historic nature will be managed in the same way as current safeguarding issues.
- 10.3 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.
- 10.4 We recognise that all matters relating to Child Protection are confidential.
- 10.5 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.

- 10.6 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.
- 10.7 All staff must be aware that they cannot promise a child to keep secrets.
- 10.8 Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.
- 10.9 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

11. Records and information sharing

- 11.1 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).
- 11.2 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.
- 11.3 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.
- 11.4 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.
- 11.5 Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file.
- 11.6 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.
- 11.7 Where a pupil transfers to another school or educational setting, their child protection records will be forwarded to the new educational setting as soon as is practicable but no longer than one working week. 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.
- 11.8 Where a child joins either of our schools, we will request all child protection records from the previous educational setting if none are received.

12. Interagency working

- 12.1 Our school will be proactive and prioritise inter-agency working to contribute to safeguarding children.
- 12.2 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.
- 12.3 Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s).
- 12.4 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).

- 12.5 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.
- 12.6 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.
- 12.7 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

13. Safer Recruitment and Selection

Hadley Wood Primary School pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education (2022) – Part Three: Safer Recruitment. We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

In line with statutory changes, underpinned by regulations, the following will apply:

DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity

This school is committed to keeping an up to date Single Central Record detailing the range of checks carried out on our staff

All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate

Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy

Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA)

Staff responsible for recruiting and appointing must be suitably qualified.

14. Supporting Staff

- 14.1 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.
- 14.2 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.

15. Allegations against Staff and Volunteers

- 15.1 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 Acceptable Use Policy.
- 15.2 We do, however, recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all.
- 15.3 We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children.
- 15.4 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.

- 15.5 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.
- 15.6 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.
- 15.7 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).
- 15.8 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 or may have behaved in a way that indicates they may not be suitable to work with children
- 15.9 The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff.
- 15.10 The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff.
- 15.11 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.
- 15.12 No member of staff will undertake further investigations before seeking advice from the LADO.
- 15.13 Any member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly.
- 15.14 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.
- 15.15 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.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be based in fact and/or founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain highly professional behaviours and set appropriate professional boundaries at all times in line with the Code of Conduct. Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

16. Low level concerns -

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Keeping Children Safe In Education 2022) are shared responsibly and with the

right person, recorded and dealt with appropriately, is critical. We will endeavour to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of Hadley Wood Primary School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

17. Whistleblowing

- 17.1 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.
- 17.2 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).
- 17.3 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).
- 17.4 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
- 17.5 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

Initial Action by person receiving or identifying an allegation or concern:

- Treat the matter seriously and keep an open mind
- Make a written record of the information using the school's internal mechanism for reporting concerns, including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

Initial Action by the Headteacher (or designated person):

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- Contact the Local Authority Designated Officer (LADO) within 1 working day and seek their advice on how to proceed

- Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff
- Inform the Chair of Governors of the allegation. Subsequent Action by the Headteacher (or designated person)
- In consultation with the LADO conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending professional strategy meetings and other meetings as required
- Maintain contact with the LADO throughout the process
- Ensure clear and comprehensive records regarding the allegation, actions taken and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made.

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

18.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with research stating that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

18.2 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.

18.3 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.

19. Physical Intervention

School staff, including volunteers, are empowered to physically restrain pupils with 'reasonable force' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

School staff will familiarise themselves with the Department for Education's guidance Use of Reasonable Force and follow the school's Behaviour Policy. The school will offer training to staff in appropriate use of physical intervention and/or restraint.

19.1 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.

19.2 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 for Schools Policy)

20. Behaviour in Schools Policy

20.1 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.

21. Racist or Homophobic Incidents

21.1 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.

22. Health & Safety

22.1 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.

23. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

24. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Determining the most appropriate agency to consult with or refer to should be made by referring to the Children and Young People's Services Resource Guide for Professionals.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Bullying- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including online-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures. For further information please see the DfE's Guidance and our school's Anti-bullying Policy.

Online Safety- The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

Content: being exposed to illegal, inappropriate or harmful material;

Contact: being subjected to harmful online interaction with other users

Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, webcam photography or face-to-face meetings.

Cyber-bullying or online bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

The school has an Online Safety Policy that is known to all staff and pupils.

Filters and monitoring - Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like. Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff training, Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Photography and Images - The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
- Seek parental consent
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed
- Only use school equipment to make images of children (no personal devices are permitted for this purpose)
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

25. Early Help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- 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 or county lines

- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental
- health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is persistently absent from education, including persistent absences for **part of the school day**.

26. 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, 2022))

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

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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, though it may occur alone.

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.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 and clothing, 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 caretakers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

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.

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

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation 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.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator. Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for

the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the guidance provided by CHSCP. This further Governmental guidance can be useful when considering cases of CSE.

Child Criminal Exploitation - As set out in the Serious Violence Strategy, published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

County Lines - As set out in the Serious Violence Strategy, published by the Home Office, County Lines is the term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

28. Forced Marriage

28.1 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.

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

29. FGM

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

29.2 It is illegal in the UK and is a form of child abuse.

29.3 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.

29.4 Our school will operate in accordance with the statutory requirements relating to female genital mutilation in line with the London Child Protection Procedures.

29.5 If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation

(FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty. KCSiE (DfE 2022) pg. 152-153:

30. Child on child Abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. All staff should be clear of our school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in our school of Child on Child abuse it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their DSL (or DDSL).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault. (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In order to minimise the risk of child-on-child abuse the school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. (Schools examples should be listed here)
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported
- Develops robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy)

31. Child-on-child sexual violence and sexual harassment

When responding to concerns relating to child-on-child sexual violence or harassment, Our school will follow the guidance outlined in Part five of KCSiE 2022.

- The School recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' We recognise sexual violence and sexual harassment

can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school/college will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures.
- The School recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils/students that avoids alarming or distressing them.
- The School recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- The DSL (or DDSL) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2022 and HSCP procedures.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the school/college and where necessary will be referred to Children's Services and/or the police.

Important considerations which may influence this decision include:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.
- whether there are any ongoing risks to the victim, other children, adult students, or school/college staff
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Services and/or the police) to ensure a consistent approach is taken.

32. Honour Based Violence (HBV)

- 32.1 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.
- 32.2 It often involves a wider network of family or community pressure and can involve multiple perpetrators.
- 32.3 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.

33. Radicalisation

- 33.1 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".
- 33.2 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.
- 33.3 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.
- 33.4 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

34. Modern Slavery and the National Referral Mechanism

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

35. Mental Health and Wellbeing

- 35.1 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.
- 35.2 Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem.
- 35.3 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.
- 35.4 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 35.5 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.
- 35.6 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.
- 35.7 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.
- 35.8 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.

35.9 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.

36. Domestic Abuse

The Domestic Abuse Act 2022 received Royal Assent on 29 April 2022. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2022 Act).

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

As a school, if we are concerned about the life lived experience of children who are, or may be, living in a household where domestic violence and abuse are present, we will adhere to our safeguarding procedures and consult with Enfield MASH.

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

37. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We will refer all cases of concern to the Education Welfare Officer (EWO) and Children and Families Service. When parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Enfield Council is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments and we will refer to the Pupils Out Of School Team as necessary.

38. Children who harm others

Our school recognises that the harm caused to children by the abusive, exploitative and harmful behaviour of other children can be significant. Children who harm others should be held responsible for their behaviour and the school staff are alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children and Families Service of the victim(s) and perpetrator(s). The school will be mindful that these concerns may sit in contexts unknown to the school that involve extra-familial harms.

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Our school will be mindful of the sections in the London Child Protection Procedures concerning 'Harming Others' and work closely with social care, the police and other agencies following a referral.

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

39.1 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 Schools 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

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Safeguarding Enfield Partnership

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

