



Our vision



Challenging  
expectations  
and sharing  
success

# Waverley School

## Safeguarding and Child Protection Policy

Name of School	Waverley School
This policy was drafted on	3rd March 2016 - updated 16th June 2016
This policy was adopted on	7 June 2016 - reviewed on 12th June 2017
The policy to be reviewed on	June 2018
The Designated Safeguarding Leads are	Gail Weir - Headteacher Sandra Chaaya - Deputy Head Sue Hogan - Assistant Head Charlotte Millward - Assistant Head
The Designated Lead for LAC is	Sue Hogan
Nominated Governor for child protection/safeguarding, Prevent and LAC	Janet Leach
LADO	Maria Anastasi - 02083792746

This policy should be read in conjunction with the following, which all staff will have read:

- (i) *Keeping Children Safe in Education, Part 1: Safeguarding Information for All Staff, September 2016*
- (ii) *Working Together to Safeguard Children, March 2015*
- (iii) **Waverley School Whistleblowing Policy**
- (iv) **Waverley School Intimate care and Hygiene Policy**
- (v) **Waverley School Physical Intervention and Behaviour Policies**
- (vi) **Waverley School Online Policies**
- (vii) **Children's Education Act 2004**
- (viii) *Enfield Children Safeguarding Board - Enfield Protocol for FGM of Children and Young People (July 2014)*
- (ix) *FGM Mandatory Reporting Process Map - Enfield Children Safeguarding Board (Nov 2015)*
- (x) **Home office guidance - Mandatory reporting of FGM: Procedural information (October 2015)**
- (xi) **ESCB February 2016 guidance on Safeguarding Children at risk of sexual exploitation and Safeguarding Children exposed to extremist ideology.**

## Schedule for Monitoring & Review

This safeguarding and child protection policy was approved by the Premises Committee on:	19th September 2016
The implementation of this policy will be monitored by the	Senior Leadership Team and Heads of Department
Monitoring will take place at regular intervals by the Staffing and Premises meeting on:	Date for review: 27th September 2017
Should a serious incident take place, the following external persons/agencies should be informed	Cheviots (Joint Service for the Disabled Children in Enfield), Enfield LADO if it concerns and adult's behaviour, police

## Scope of this Policy

This policy applies to all members of the school community ( including staff, students/pupils, volunteers, parents/carers, visitors)

## INTRODUCTION

Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that our students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Safeguarding and promoting the welfare of children is everyone's responsibility.

The governors and staff of Waverley 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. They also recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. Therefore all staff, including volunteers, have a full and active part to play in protecting pupils from harm in accordance with Section 175 of the Education Act 2002.

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.

The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Enfield's Joint Service for Disabled Children (Cheviots) and to assist them in Child Protection enquiries and in supporting Children in Need.

This policy is in line with the London Child Protection Procedures 2015 (5<sup>th</sup> edition), Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.

The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.

The school will ensure that all staff are provided with the appropriate training in Child Protection issues, as recommended in the guidance. In particular, designated members of staff will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

## AIM OF THE POLICY:

1. To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
2. To emphasise the need for good communication between all members of staff in matters relating to child protection.
3. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
4. To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm.
5. To work openly and in partnership with parents in relation to child protection concerns.
6. To support all pupils' development in ways that will foster security, confidence and independence.
7. To promote safe practice and challenge poor and unsafe practice.
8. To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children, especially with Children's social services and the Police.
9. To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance.
10. To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages.
11. To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice.

## DEFINITIONS:

Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Students above 18 at Waverley School will also be included in that category as they are deemed vulnerable and at risk.

Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below.

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.
- 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 feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer.

- Sexual abuse involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- Emotional abuse is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.*

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

So called "Honour based violence"(HBV)

So called "honour-based" violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM - see below), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Leads. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If staff have a concern regarding a child that might be at risk of HBV, they should activate school's and local safeguarding procedures, ensuring that Designated Safeguarding Leads use Enfield's protocol for multi-agency liaison with police and Children's social care.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Where FGM has taken place, since October 2015 there has been a mandatory reporting duty placed on teachers.

We will consider a pupil at Waverley at risk of FGM if they have a number of these risk factors:

- They come from a culture where it is common practice.
- They have been withdrawn from PSHE sessions.
- Parents or child states they are taking an extended holiday and they are from a country or region where FGM is culturally a common practice.
- Parents or child states they are taking their daughter to a country or region where FGM is culturally a common practice.

- Mother or siblings have had FGM.
- Pupil confides to a professional about an impending 'special procedure' or special holiday or ceremony that may involve relatives who come from a country or region where FGM is culturally a common practice.
- Mother who has had FGM requesting re-infibulation after de-infibulation.
- A professional hears reference to FGM.

If we identify a pupil is at risk or suspect she has already been subjected to FGM, we will follow our standard safeguarding procedures and inform Social Services and the Police.

Please see Appendices for Home office Mandatory reporting of FGM procedures, Enfield Children Safeguarding Board protocol which we adhere to and the Process Map Waverley school will follow.

**Teachers must personally report to the police (by calling 101) cases where they discover that an act of FGM appears to have been carried out, and discuss with the school's Designated Safeguarding Lead if they suspect it has been carried out or a child is at risk. The safeguarding leads will also contact the Enfield Safeguarding Board on 020 8379 5555.**

Children Who Go Missing From Home or Care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

Children missing from education:

All children, regardless of their circumstances, are entitled to full-time education which is suitable to their age, ability, aptitude and any other special educational needs they may have.

A child going missing from education is a potential indicator of neglect. School staff should follow the school's procedures for unauthorised absence and 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 risk of their going missing in future.

Waverley school will inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **KEY PRINCIPLES:**

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse

- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.
- We will ensure that where appropriate, children will be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE (such as staying safe, appropriate touch, learning to say “no”, etc) and through SRE (Sex and Relationships education). Whilst it is essential to ensure that appropriate filters and online monitoring systems are in place, we will be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

## **PROCEDURES:**

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB has adopted and follow the London Child Protection Procedures (5<sup>th</sup> edition).

We will ensure that:

- We have designated members of staff who undertake regular training every two years. The Headteacher, Deputy and Assistant Head are the lead designated safeguarding leads, and as such, will always be available during term time for staff in school to discuss any safeguarding concerns. In addition to their formal training, their knowledge and skills is updated at regular interval (at least annually to keep up with any development relevant to their role).
- Every member of staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) and their role and what the back up arrangements are if the DSL is unavailable.
- All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every three years, in addition to receiving safeguarding and child protection updates as required (at least annually).
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read Part 1 of the Government Guidance *Keeping children safe in education* (March 2015). This guidance contains refers 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.

- All staff will have read the school safeguarding and child protection policy as well as the staff code of conduct and these issues are included in the induction for each new staff member.
- Our procedures will be regularly reviewed and updated.
- 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* March 2015, updated July 2015 part 1 as part other induction into the school.
- When considering referrals to support agencies the school will act in accordance with ESCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds.
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL.
- All staff know how to respond to a child who discloses abuse.
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary. All staff know that if a child is in immediate danger or is at risk or harm, a referral should be made to children's social care (Cheviots) and/or the police immediately. Anyone can make a referral.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences and providing reports as a matter of course. We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.
- Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, in ongoing monitoring in files which are only accessible to the DSL.
- The child's social worker is notified of any pupil subject to a Child Protection Plan or Child in need Plan who is absent from school without explanation for more than 2 days.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay.
- If a child subject to a Child Protection or Plan Child in need Plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change.
- If a child is absent from school, and staff are unable to make contact:
  - The office will hold at least 3 different phone numbers and attempt to make contact on these alternative numbers.
  - The school will immediately send a member of staff to the family home when contact cannot be made by phone with the parent/carer of an unexpectedly absent child.
  - If there is no answer at the family home, the police will be called immediately.

### **PREVENTION AND EARLY HELP:**

- 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:

- Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
  - We recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible.
  - All staff are made aware, through our safeguarding and child protection training, of the early help process, and they understand their role in it. This includes identifying emerging problems or concerns, liaising with the DSL, sharing information with other professionals to support early identification and assessment.
  - Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
  - If appropriate support is not available within school's own resources, an Early Help Form will be completed to identify the child's needs and enable additional support to be sought from other agencies
  - A Team Around the Child will be established where appropriate and a Lead Professional identified

### **LOOKED AFTER CHILDREN:**

- The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- The Designated safeguarding Lead for Looked After Children will liaise with the Local Authority in charge (via the virtual school head) to ensure the Pupil Premium and additional funding is best used to support the progress of looked after children in the school and meet the needs identified in the child's PEP.
- We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.

### **MENTAL HEALTH AND BEHAVIOUR:**

- In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy.
  - We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support.
  - We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events.
    - Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems.
    - Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS or SCAN).

### **CONFIDENTIALITY:**

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff and / or headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.

- All staff must be aware that they cannot promise a child that they will keep certain information secret.

## **RESPONSIBILITY:**

The designated teacher is responsible for:

- Adhering to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- 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.
- All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.

## **SUPPORTING CHILDREN:**

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

## **SUPPORTING STAFF:**

- 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.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated staff and to seek further support as appropriate.
- Class teams have regular team meetings when issues and concerns can be discussed.

- We also have an open door policy which all staff are aware of. Staff are know that they can speak to the safeguarding lead or a member of SLT to discuss any concerns they may have or ask for support that they might need.

### **ALLEGATIONS AGAINST STAFF AND VOLUNTEERS:**

- We understand that a pupil or a parent or another person may make an allegation against a member of staff or volunteer. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:
  - behaved in a way that has, or may have, harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO - Maria Anastasi 020 8379 2746).
- If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Enfield's LADO.
- The school will follow the All London Child Protection Procedures for managing allegations against staff.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

### **WHISTLEBLOWING:**

- 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 and adhere to the procedures detailed in Waverley school's whistleblowing policy.

### **SAFER RECRUITMENT:**

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training.
- Appropriate checks (ie enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity.
- Interview panels will follow recommendations from the Enfield Personnel in relation to practice. One member of each interview panel must have completed Safer Recruitment training.
- At interview, candidates will be asked to account for any gaps in their employment history.
- Any offer of appointment made to successful candidates, including to those who have lived or worked abroad, will be conditional on satisfactory completion of the necessary pre-employment checks.
- The school keeps a single central record covering all staff, including supply staff and trainee teachers on salaried routes, who work at Waverley.
- When employing staff through a Supply Agency, the school will obtain written confirmation that the agency has carried out the relevant checks and obtained the appropriate certificates. The school will enter this information into the central record, including confirmation that a DBS check certificate has been provided and the date the confirmation from the Agency was received.

## GOVERNING BODY RESPONSIBILITIES:

- The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in the school are effective and comply with the law at all times and take into account the procedures and practice of the ESCB.
- The Governors will ensure that a member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies on issues of Child Protection and in the event of an allegation of abuse being made against the Headteacher or Principal.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay.

## POSITIVE HANDLING and PHYSICAL INTERVENTION:

- Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.
- Positive handling training will be provided by an Approach accredited trainer for all staff members to ensure best practice at all times.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual behaviour plans will be developed and shared/agreed with the parents/ carers
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

## BEHAVIOUR POLICY:

Our Behaviour policy is set out in a separate policy and acknowledges that to allow or condone bullying including online bullying may lead consideration under child protection procedures.

## RACIST INCIDENTS:

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## RADICALISATION AND THE PREVENT STRATEGY:

From 1st July 2015, all schools are subject to a duty under the section 26 of the Counter-Terrorism Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

- The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.
- The school is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will also ensure that everyone in school is safe from terrorist and extremist material when accessing the internet.
- Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.
- Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.
- All staff members are aware of these issues and relevant staff have attended training.

- The school works within the curriculum to promote British values, tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.
- As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DSL without delay.
- If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.
- All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL.
- DSLs understand when it is appropriate to make a referral to the Channel programme, a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Please see appendix on ESCB February 2016 guidance on *Safeguarding Children at risk of sexual exploitation and Safeguarding Children exposed to extremist ideology*.

### SPECIFIC SAFEGUARDING ISSUES: Child Sexual Exploitation and Trafficking, Forced Marriage, Female Genital Mutilation

- The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.
- The school works with and engages our families and communities to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.
- The school will engage experts and uses specialist material to support the safeguarding preventative work we do.
- Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.
- Staff are aware of the need to raise any concerns of child protect to designated leads who will then follow local safeguarding procedures.

### CHILDREN WHO ABUSE OTHER CHILDREN:

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse. All staff are aware of behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures.

## TOILETING CHILDREN WHO REQUIRE SUPPORT:

Support staff will be given advice on how to toilet each child from their class teacher and our Occupational Therapist where specialist equipment is required to assist a child in using the toilet.

In general, staff will follow these guidelines:

- All female pupils must be toileted by female members of staff.
- If possible all male pupils must be toileted by a male member of staff however due to the higher levels of female staff to male staff this may not always be possible so female staff are also permitted to toilet male pupils but ideally a male member of staff should be present also.
- If you are toileting more than one pupil at the same time please use screens to ensure privacy.
- Male members of staff can assist with manual handling of female pupils in the bathroom but the personal care and changing aspect must be left to the female member of staff. We ask that the male member of staff step away behind the screen while this is happening.
- Talk to the child in simple language before doing things. You may help them anticipate what is about to happen.
- Encourage independence where possible.

## HEALTH AND SAFETY:

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.

## E- SAFETY:

Our e-Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world.

## GUIDANCE ON REPORTING:

- Support Staff should first inform their class teacher or a designated safeguarding lead for safeguarding pupils without delay of the concerns raised.
- An account of the disclosure should be written word for word as disclosed by the pupil or as observed by the staff. This will always be dated and signed.
- The class teacher will then inform one of the Designated Safeguarding Lead.
- The DSL will then input all of the information onto on-going monitoring and ensure this information is accurate and dated.
- The DSL will contact the child's parents or carers and inform them of the situation.
- If necessary the Designated Safeguarding Lead will then contact the child's allocated social worker at Cheviots or the duty social worker at Cheviots if the child and family's allocated Social Worker is not available. If there is a safeguarding concern about the welfare of a child who does not have an allocated social worker then an Early Help Assessment Form (EHF) should be completed and emailed to the Single Point of Entry (SPOE) outlining the concerns. There is a link to the Early Help Assessment Form on Enfield's Local Offer under 'referral forms for professionals'.

If you have immediate child protection concerns for a child who does not have an allocated social worker contact Enfield's Single Point of Entry (SPOE) on 020 8379 5555.

- All reports and accounts of events will be sent through to social services either by email ensuring that only the initials of the child are used and no further personal information is given or by fax so that a full investigation can take place.
- The school will involve other relevant agencies or medical professionals as necessary.
- Ongoing Monitoring records are kept of all concerns, whether or not there is a need to refer the matter immediately, and these records are kept in the child's main pupil files, and in confidential locations so

that they can be referred back to if required. There is only limited and secure access to these folders so that professionals can access them on a need to know basis.

### **OTHER RELATED POLICIES:**

This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:

- e-safety
- discipline and behaviour
- health and safety
- whistleblowing
- data protection
- attendance
- medications in school
- continual professional development