



# Waverley School

## Safeguarding and Child Protection Policy

Staffing and Premises 20th January 2022 and Full Governors 21st February 2022

Signed Lucille Balcombe

Chair of Governors

Date: January 2022

<b>Name of School</b>	Waverley School
<b>This policy was drafted on</b>	3rd March 2016 - <b>updated 16th June 2016 with September 16 updates</b>
<b>This policy was adopted on</b>	7 June 2016
<b>Reviewed on</b>	January 2018 September 2019 (KCSIE and WTTSC Updates) March 2019 September 2019 (KCSIE Updates) April 2020 (DFE update) May 2020 (DfE update) September 2020 (KCSIE update)  Agreed 19th February 2020.  January 2022
<b>The policy to be reviewed on</b>	January 2023
<b>Committee agreement</b>	<i>Staffing meeting</i> <i>Staffing and premises</i> <i>Staffing and premises</i>
<b>Full governing body agreement</b>	
<b>The Designated Safeguarding Lead</b>  <b>The Designated Safeguarding Deputy</b> <b>The Designated Safeguarding Officers</b>	Gail Weir - Headteacher , member of the Safeguarding Enfield Partnership Deniz Oguz - Deputy Head Charlotte Millward - Assistant Head Sara Hassan - Care Coordinator (Honliands) Rebecca Knight ( Bell Lane) Sharon Ross Nicki Kemp Laura Keating Tracy Walker

	Gary Smith
<b>The Designated Lead for LAC is</b>	Deniz Oguz
<b>Nominated Governor for child protection/safeguarding, Prevent and LAC</b>	Lucile Balcombe
<b>LADO</b>	02083792746 Referrals to <a href="mailto:safeguardingservice@Enfield.gov.uk">safeguardingservice@Enfield.gov.uk</a>
<b>Virtual Head for LAC</b>	Suzanne Rowson - 020 8379 2061
<b>JSDC - Joint service for Disabled Children (Cheviots)</b>	020 8363 4047
<b>ILDS - Integrated Learning Disabilities Service (adults social care)</b>	02083792354
<b>Police safeguarding hub</b>	02087335139
<b>Enfield MASH</b>	02083791000

**This policy has been created with due regards to all relevant legislation including, but not limited to the following, and 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 2021
- (ii) *Working Together to Safeguard Children*, July 2018
- (iii) Waverley School Whistleblowing Policy
- (iv) Waverley School Intimate care and Hygiene Policy
- (v) Waverley School Physical Intervention and Behaviour Policies
- (vi) Waverley School School of Conduct
- (vii) Children's Education Acts 1989 and 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*.

**The Policy also takes into account the following guidance:**

- (xii) *2018-2021 Children's services Threshold Document (revised draft): A multi-agency guidance, enabling the right conversations, with the right services, at the right time.*
- (xiii) *Equality Act 2010 and Public Sector Equality Duty*
- (xiv) *Children and Social Work Act 2017*
- (xv) *Sexual Violence and Sexual Harassment between Children*, May 2018
- (xvi) *Information Sharing: Advice for Practitioners providing Safeguarding Services*, DfE, 2015
- (xvii) *Safeguarding vulnerable Groups Act 2016*
- (xviii) *General Data Protection Regulation (GDPR) and Data Protection Act 2018*
- (xix) *The Childcare (Disqualification) and Childcare (Early Years Provision) Regulations 2018 and Disqualification under the Childcare Act 2006*
- (xx) DfE (2015) *The Prevent Duty*
- (xxi) *ESCB Safeguarding Disabled Children Protocol (February 2019)*
- (xxii) *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, 27.03.2020*
- (xxii) *Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, 20.05.2020*
- (xxiii) *When to call the Police, Guidance for Schools and Colleges, 2020 (WHEN TO CALL THE POLICE)*

## Schedule for Monitoring & Review

The implementation of this policy will be monitored by the	Senior Leadership Team and Heads of Department
Monitoring will take place at regular intervals:	Date for review: JANUARY 2023
Should a serious incident take place, the following external persons/agencies should be informed	Cheviots (Joint Service for the Disabled Children in Enfield), MASH, Enfield LADO if it concerns an 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 are made aware of the process of making referrals to children's social care and for statutory assessment under the Children Act 1989, especially section 17 (Children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments (see Guidance on Reporting on page 18).**

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 July 2018 and Keeping Children Safe in Education September 2021.

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 for children.

The school will ensure that all staff are provided with the appropriate training in Child Protection, 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, and Designated Leads will liaise with the Enfield Integrated Learning Disabilities service.

**For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:**

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

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

- **Neglect** is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. This 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 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. Children who are neglected often also suffer from other types of abuse. Neglect may also occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying substances, over food, clothing or warmth for their child.
- **Physical abuse** is deliberately physically hurting a child. It 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 a carer. Physical abuse can happen in any family, but children are more at risk if their parents or carers have issues with substance abuse or mental health, or if they live in a home where there is domestic abuse. Babies and children with a disability have a higher risk of suffering physical abuse. Physical abuse can also happen outside of the family environment.
- **Sexual abuse** is any sexual activity with a child. Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. It may involve 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 oral sex) 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. They may also include grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can commit acts of sexual abuse, as can other children.
- **Emotional abuse** is the persistent emotional ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It is also sometimes called psychological abuse. Although the effects of emotional abuse may take a long time to be recognisable, school staff will be in a position to observe it, for example in the way that a parent interacts with their child. Emotional abuse 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 include not giving a 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. It may involve causing children to frequently 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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. **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. 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.*

**Operation Encompass** operates within police forces and ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, they inform the key adult in school (usually the DSL) before the child or children arrive in school the next day. This enables the school to have up to date information about the child's circumstances and can enable support to be given to the child according to their needs.

**Refuge** runs the **National Domestic Abuse Helpline**, which can be called free of charge and in confidence, 24 hours a day on 0800 2000 247. Its website also provides guidance and support for potential victims, as well as for those who are worried about friends and loved ones.

**Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)** are “forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, access to economic or other resources” (Child Sexual Exploitation, DfE, September 2017).

**Child sexual exploitation (CSE)** is ‘a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.’ (DfE definition, September 2021).

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.
- can involve violent, humiliating and degrading sexual assaults.
- 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. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.
- does not always involve physical contact, it can also occur through the use of technology
- can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex.
- It can include both contact and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (i.e. through others copying videos or images they have created and posted on social media).
- it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

A significant number of children who are victims of CSE go missing from home, care and education.

**Criminal exploitation of children (CCE):** Criminal exploitation of children is a geographically widespread form of harm. Like other forms of abuse, CCE:

- can affect any child or young person (male or female) under the age of 18
- can affect any vulnerable adult over the age 18
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threat of violence
- does not always involve physical contact, it can also occur through the use of technology
- can include children being forced to shoplift or pickpocket, or to threaten other young people, work in cannabis factories, being coerced into moving drugs or money across the country (county lines - drug (primarily crack cocaine and heroin) networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns, using dedicated mobile phone lines or other forms of “deal line”. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should take place.
- Children can be targeted and recruited into county lines in a number of locations including schools, pupil referral units, special schools, children’s homes and care homes.
- can be perpetrated by individuals or groups, males or females, and young people and adults
- is typified by some form of power imbalance, *to coerce, control, manipulate or deceive a child 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/facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual*” (DfE definition, September 2021), in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.
- Indicators can be different for girls and experiences of CCE of girls can be very different to boys.

**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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can involve multiple perpetrators. It is important to be aware of these dynamics and additional risk factors when deciding what form of safeguarding action to take (DfE, KCSIE, 2021). 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.

We aim to hold more than one emergency number for all our pupils (parents and carers are asked to provide three emergency contacts). This is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and / or safeguarding concern.

**Peer on Peer Abuse:** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- initiation/hazing type violence and rituals

**Upskirting:** All staff should be aware that 'upskirting' is now a criminal offence. Upskirting is defined as "taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim" (DfE, KCSIE annex A, 2021)

**Serious crime:** All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assaults or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (DfE, KCSIE paragraph 51, 2021). All staff should be aware of the associated risks and risk factors which increase the likelihood of involvement in serious crime and should understand the measures in place to measure these. Advice for schools and colleges are provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and young adults: county lines guidance (DfE, KCSIE part 1 and Annex b, 2021).

## Signs and Indicators of abuse

- Child Abuse can present in many different ways. In simple terms there may be physical evidence such as unexplained marks or bruises, or in their presentation or appearance such as weight loss. Children may present with clothes which are ill-fitting and / or dirty, or have consistently poor hygiene. They may display a sudden lack of concentration and learning, or they may appear tired or hungry. They may flinch at sudden movements or shy away from being touched. They may be concerned about younger siblings without being able to explain why.
- There may be behavioural evidence such as reluctance to change for P.E, becoming aggressive or withdrawn, falling out with friends. Children may become challenging, disruptive, withdrawn or clingy.

- They may display knowledge or interest in sexual acts inappropriate to their age, or use sexual language. They may ask others to behave sexually or play sexual games. They may have sexual health problems, including soreness in the genital and anal areas, sexually transmitted infection or underage pregnancy.
- A child may disclose abuse, they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.
- Children may make strong efforts to avoid specific family members or friends, without an obvious reason. They may talk about being left home alone, with inappropriate carers or strangers.
- In school you may particularly notice changes in presentation, behaviour, friendships, application to study etc. Staff may also notice concerns and behaviour changes with adults within the setting, including staff and parents/carers.
- Children may regularly miss school or education, or be reluctant to go home after school. They may have poor school attendance or punctuality, or be consistently late being picked up.
- Parents may be dismissive and non responsive to staff concerns.
- Parents may collect their children under the influence of substances such as alcohol or drugs.
- CSE: Children who are being sexually exploited may appear with unexplained gifts or new possessions, associate with other young people involved in exploitation, have older boyfriends or girlfriends, or suffer from changes in emotional well-being. They may suffer from STIs, misuse drugs or alcohol, go missing for periods of time or regularly come home late. They may also regularly miss school or education, or not take part in education.
- Serious crime and county lines: children who are at risk from, or are involved with serious violent crimes may display increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assaults or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs

**Waverley School is committed to safeguarding and aims to create a culture of vigilance, where staff are curious and vigilant, and report anything which may worry them to the Designated Safeguarding Staff.**

**Signs and indicators of abuse or neglect are regularly shared with all staff during induction, ongoing training sessions, and through our *Child Protection and Safeguarding Handout*, which is updated and shared at least once a year with all new and existing staff.**

## **KEY PRINCIPLES:**

- We believe that all children and young people 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 RSE (Relationships and Sex 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 AND ROLE OF THE DSL:**

**Our school procedures for safeguarding children will comply with the Safeguarding Enfield Partnership. The partnership has adopted and follows the London Child Protection Procedures (5<sup>th</sup> edition).**

### **The Headteacher has a duty to:**

- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the ‘Keeping children safe in education’ (KCSIE) guidance, Behaviour Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.
- Ensure designated members of staff have access to relevant training in order for them to respond to concerns they may have
- Ensure staff engage in safeguard training
- Ensure staff have access to safeguard - the record keeping platform used to store individuals information securely
- Ensure staff employed are staff to work with children
- Ensure staff undertaking interviews of potential staff have attended safe recruitment training

We will ensure that:

- We have designated members of staff who undertake regular training every two years. The Headteacher is the designated safeguarding lead (DSL), the Deputy head is the designated safeguarding deputy (as well as the LAC safeguarding lead), the Assistant Head is a designated safeguarding Officer, as are our Care Coordinator and our Heads of Department, 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 are updated at regular intervals (at least annually to keep up with any development relevant to their role).
- The role of the DSL carries a significant level of responsibility, and designated staff are given time, funding, training, resources and support they need to carry out the role effectively.
- DSLs help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers, school staff and other school leaders.
- Every member of staff, supply staff, volunteer and governor knows the name of the designated safeguarding lead (DSL) and all other designated safeguarding staff, and their role and what the back up arrangements are if the DSL is unavailable.
- All staff members know that they maintain an attitude of ‘it could happen here’ where safeguarding is concerned. They will be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special

- 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 log a concern on our Safeguard platform.
- 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* (September 2021). This guidance contains references 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* September 2021, part 1 as part of their induction into the school.
- If staff have any concerns about a child, they will discuss with the DSL who will help staff decide what to do next. Options include:
  - Managing any support for the child internally via the school's own pastoral support processes;
  - An early help assessment;
  - A referral for statutory services, in the event the child is in need or suffering or likely to suffer harm.
- 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 always raise any concerns about colleagues or other adults with the Headteacher, or the Chair of Governors if the concern relates to the Headteacher.
- The DSL or Deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances the DSL or Deputy is not available, this should not delay appropriate action being taken. Staff should speak to a member of SLT (Assistant Head) or their Head of Department and / or take advice from the JSDC (Cheviots - 020 8363 4047) or ILDS (Adult social care - 020 8379 2354)
- All staff are aware of the process for making referrals to children's social care and for statutory assessments under current legislation.
- 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 (JSDS - Cheviots) / the Enfield Integrated Learning Disabilities (ILDS) service for over 18s, 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 these records are kept securely, in our secure online Safeguard platform, 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 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.

## INTER-AGENCY WORKING:

- The school contributes to inter-agency working as part of its statutory duty.
- The school is aware of the child death review partner arrangements, which came into place in September 2020. The three safeguarding partners comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children.
- The school will work with Safeguarding Enfield Partnership, the JSDC (Joint Service for Disabled Children), the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- The Enfield's Children's Portal allows schools and partners to access a web-based single point of access which will allow to:
  - make a referral for child protection or family support
  - view all the school's referrals in one place
  - access information, advice and guidance
  - submit a foster carer enquiry
  - make safeguarding referrals to the LADO and the JSDC
- Where a need for early help is identified, the school will allow access for safeguarding partnerships from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- The LA (JSDC or Children's social care at Charles Babbage) share with school when a child has been allocated a social worker, and the DSLs hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- Where children need a social worker, this informs decisions about safeguarding (for example responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (i.e. considering the provision of additional pastoral/academic support alongside action by statutory services).
- Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

## 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.
  - Ensure that all allegations made by children are taken seriously, children are kept safe and are never made to feel they are creating a problem for reporting abuse, sexual violence or harassment (DfE, 2021).
  - 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.
  - Cover relevant issues through the school's Relationships, Sex and Health Education, which becomes compulsory in September 2020 and will be phased in appropriately via Waverley school's PSHE Schemes of work.
  - Ensure all staff training is up to date so that all staff know what to look for as it is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL or deputy.
- 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 the 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 via the Enfield's Children's portal (Family Support section).
- A Team Around the Child will be established where appropriate and a Lead Professional identified.
- Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such case should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- **Any** child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:
  - Is disabled and has specific additional needs
  - Has special educational needs
  - Is a young carer
  - Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
  - Is frequently missing/goes missing from care or from home
  - Is misusing drugs or alcohol
  - Is at risk of modern slavery, trafficking or exploitation
  - Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic violence
  - Has returned home to their family from care
  - Is showing early signs of abuse and / or neglect
  - Is at risk of being radicalised or exploited

Is a privately fostered child

### **ADDITIONAL VULNERABILITIES:**

Pupils attending Waverley have a disability, which increase their vulnerability to physical, emotional, sexual abuse or neglect. The safeguarding risks may present from within the family and increasing awareness demonstrates that disabled children are also at risk outside the family from grooming and child sexual exploitation, and grooming for child criminal exploitation and trafficking. The following factors raise the level of risks:

- Dependency, such as a lack of access to keep safe strategies available to others and a need for practical assistance in daily living, including intimate care from a number of carers from different organisations, which may lead our pupils to confuse “good” and “bad” touching. An increased number of adults involved in a caring role and the nature of care needs both increase the risk of exposure to abusive behaviour and makes it more difficult to set and maintain physical boundaries. There is the possibility that disabled children are being “schooled” into accepting others having access to their bodies.
- Isolation, due to inadequate and poorly coordinated support services. Parents may find it hard to challenge professionals/carers who are providing a service for their child for fear of losing the service. Additionally, disabled children are more likely to spend time away from their families than their non-disabled peers.
- Communication barriers - parents and carers lacking the ability to communicate effectively with their child, difficulties for professionals in eliciting information, wishes and feelings from a child with a disability may hinder disclosure.
- Factors associated with their impairment - behaviour and / or physical symptoms may be seen as related to disability rather than abuse. A lack of training may lead to failure to recognise indicators of potential abuse.
- Attitudes and assumptions - professionals may be reluctant to believe anyone can harm a child with a disability.
- Reluctance to challenge carers - professionals may feel overwhelmed by the child’s needs. Professionals may empathise with parents felt to be under considerable stress and may therefore find it difficult to challenge families. Parents/carers’ own needs and ways of coping may conflict with the needs of their child.
- Limited or impaired understanding of, or inability to access due to their disability, the school’s Personal safety Programmes and PSHE/Relationships and sex education programmes - this can lead to children being less aware of abusive behaviour and less able to communicate their feelings.
- Higher levels of bullying
- Lack of family support services - disabled children may be more vulnerable to abuse due to sustained pressure on families, unmet needs, isolation and stress. Parents and carers’ own needs and ways of coping may conflict with the needs of the child.

For these reasons, staff at Waverley are highly trained and follow protocols when reporting any concerns, no matter how small. All children should be given the tools to communicate, and developing communication skills is central to Waverley ethos and curriculum, as is empowering parents to learn the relevant strategies to communicate with their children.

In line with recommendations for KCSIE 2021, Waverley school endeavours to teach safeguarding as appropriate, as part of a broad and balanced curriculum, covered through Relationships Education and Relationships and Sex Education.

### **LOOKED AFTER CHILDREN AND CARE LEAVERS:**

- The school will ensure there is a Designated teacher (DSL for LAC) 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 (Personal Educational Plan).
- 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 looking after the child.

- School staff will remain aware that a previously Looked After Child remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked After Children safe.
- When dealing with Looked After Children and previously Looked After Children, it is important that all agencies work together and prompt action is taken on concerns to safeguard those children, who are a particularly vulnerable group.
- On commencement of sections 4 and 6 of the Children and Social Work Act 2017, Designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside England and Wales.
- The DSL for LAC will work with the Virtual School Head to promote the education achievement of previously Looked After Children.
- The DSL for LAC will liaise with the Local Authority personal advisor for care leavers.
- If the school becomes aware that Private fostering arrangements (for any child under 18) have been made for a pupil, the Local Authority will be notified to allow the LA to check that the arrangement is suitable and safe for the child.

### HOMELESSNESS:

- The DSL and deputy will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
- Indicators that a family may be at risk of homelessness include the following:
  - Household debt
  - Rent arrears
  - Domestic abuse
  - Anti-social behaviour
  - Any mention of a family moving home because "they have to"
- Referrals to the Local Housing Authority do not replace referrals to social care where a child is being harmed or at risk of harm.
- For 16- and 17-year-olds, homelessness may not be family-based and referrals to social care will be made as necessary where concerns are raised.

### PUPILS WITH FAMILY MEMBERS IN PRISON:

- Pupils with a family member in prison will be offered pastoral support as necessary.
- The family will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

### CONTEXTUAL SAFEGUARDING:

- Safeguarding incidents can occur outside of school and can be associated with outside factors. DSL staff will always consider the context of incidents – this is known as contextual safeguarding.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment.
- All staff, but especially the designated safeguarding lead, deputy and designated staff should consider whether children are at risk of abuse or exploitation in situations outside of their families.

- Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- The school will provide as much contextual information as possible when making referrals to social care.

### 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.

### CONSENT TO SHARE INFORMATION:

Waverley School will ensure that all staff follow consent guidance from the General Data Protection Regulation (GDPR) 2018, the Children's Act 2004 and the Crime and Disorder Act 1998. To make a referral, parents/carers must give their explicit consent for information to be shared with other agencies to enable holistic support and access to services. Recorded consent will be gained, with clarity about why and with whom the information will be shared. The services Waverley School refers to will not accept a referral without consent, **unless there are child protection concerns where there is a statutory duty to intervene and seeking consent may put the child at further risk or cause a delay.**

**In situations where there are concerns that a child is suffering, or likely to suffer significant harm, information may be shared without consent.**

Waverley's information sharing protocol is based on the Enfield Safeguarding Children Board (ESCB) information sharing protocol, and is designed to support effective communication between professionals. This will ensure better understanding of what information should be shared, with whom and under what circumstances, and the dangers of not doing so. Further information and ESCB full 'Information Sharing Protocol', can be found on the ESCB website.

Central Government has developed 7 golden rules to information sharing which underpin the Enfield Safeguarding Children Board (ESCB) and Waverley School's information sharing protocol:	
1	The Data Protection Act and Human Rights laws are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2	Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it

	is unsafe or inappropriate to do so.
3	Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4	Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.
5	Where you have consent, be mindful that an individual might not expect information to be shared. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6	Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7	Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## GENERAL DATA PROTECTION REGULATION:

Waverley School will ensure that all staff follow Data Protection Laws (including GDPR), which control how personal information is used by organisations, businesses or the government. We will use a framework that ensures that personal information about living persons is shared appropriately. We expect that everyone responsible for using data follows the strict rules of data protection principles and ensures that information is:

- Used fairly and lawfully
- Used for limited, specifically stated purposes
- Used in a way that is adequate, relevant and not excessive
- Accurate
- Kept for no longer than is absolutely necessary
- Handled according to people's data protection rights
- Kept safe and secure
- Not transferred outside the European Economic Area without adequate protection

## RESPONSIBILITY:

The designated safeguarding staff are responsible for:

- Adhering to the Enfield Safeguard Partnership and school procedures with regard to referring a child if there are concerns about possible abuse.
- Logging 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 ie on safeguard
- 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, or to the Enfield Integrated Learning Disabilities Service.
- **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, where pupils will be taught about safeguarding in the most appropriate way according to their level of development and age.
- 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.

Mental Health considerations:

- All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has a clear system in place for identifying possible mental health problems, via MAW and EP consultation, and routes to escalate and refer.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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 issue or be at risk of developing one. Staff can access a range of advice to help them identify children in need of extra mental health support, and will refer to the DSLs. The support in place includes working with external agencies.
- Where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through school.
- Waverley school recognises that staff have an important role to play in supporting the mental health and wellbeing of their pupils

## **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 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.
- The headteacher has completed safeguard supervision training and is able to supervise staff members as necessary.

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

- 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 and supply teachers or supply staff) 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; or
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children; or
  - have been involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children, for example, an incident of domestic abuse (this is referred as transferable risk).
- If such an allegation is made, the member of staff, volunteer, supply teacher or supply teaching assistant receiving the allegation will immediately inform the Headteacher. The allegation will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and for the person who is subject to the allegation. The school will ensure that they will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.
  - The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO - 020 8379 2746).
  - Whilst the school is not the employer of supply teachers or supply teaching assistants, it will ensure that any allegations against supply staff are dealt with properly and it will take the lead and liaise with the LADO.
  - 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.
  - Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.
  - If concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to Children's Social care.
  - The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

## 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.
- Waverley School has a duty to ensure that people looking after children and young people are suitable to fulfill the requirements for their role. We follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. We do not allow people whose suitability has not been checked, to have unsupervised contact with children.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at Waverley).
- Appropriate checks (i.e. 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 the 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 the school contributes to inter-agency working in line with statutory guidance *Working Together to safeguard Children* (July 2018). The school will therefore work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. They understand the local criteria for action and the local protocol for assessment, ensuring that these are reflected in the school's policies and procedures.
- 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.
- They will appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- The Governors will appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- The Governors will ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
- The Governors will make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- The Governors will adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- The Governors guarantee that volunteers are appropriately supervised.
- The Governors will make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- The Governors will ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.

## 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.
- There are circumstances when it is appropriate for staff to use physical intervention, however staff will follow protocol and in considering the risks presented by incidents involving children with disabilities and medical conditions carefully, they will recognise the additional vulnerability of our pupils. They will also consider their duties under the *Equality Act 2010* in relation to making reasonable adjustments, non-discrimination and their *Public Sector Equality Duty*.

- Positive handling training will be provided by Price (Protecting Rights In a Caring Environment) accredited trainers for all staff members to ensure best practice at all times.
- The school will use Positive Behaviour Support, and Trauma informed practice to plan positive and proactive behaviour support, and reduce challenging behaviour and the need to use physical interventions.
- 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.
- Terrorism is defined as “*an action that endangers or causes serious violence to a person/people; causes serious damage to a property; or seriously interferes or disrupts an electronic system. The use of threat **must** be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause*” (KCSIE, September 2021)
- 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 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, Honour based violence, Forced Marriage, Female Genital Mutilation, Serious crime:

- 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 use 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 protection 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 bullying (including cyber-bullying), sexual violence or harassment; physical harm; emotional abuse, verbal abuse, upskirting (see definition above). All staff are aware of behaviours linked to the likes of drug taking, alcohol abuse, truancy and the sharing of nude and semi nude images (previously sexting) that put children in danger. All staff are able to recognise that children are capable of abusing their peers.

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. This will include:

- Procedures to minimise the risk of peer on peer abuse
- All allegations will be investigated and dealt with in the same way as any abuse allegation
- Victims, perpetrators and any child affected by peer on peer abuse will be supported through our pastoral processes and referrals to multi-agency partners (such as JSDC, CAMHS, SCAN)
- All staff will know what the different forms of peer on peer abuse can take (as described on page 6)

### 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.

## ONLINE SAFETY:

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

The use of technology has become a significant component of many safeguarding issues. CSE, radicalisation, sexual predation - technology often provides the platform that facilitates harm. There are three areas of risks that schools need to be aware of when protecting and educating staff and pupils in their use of technology, and when establishing mechanisms to identify, intervene and escalate incidents where appropriate, including when they are online at home:

- Content - being exposed to illegal, inappropriate or harmful materials, for example pornography, fake news, racist, radical or extremist views
- Contact - being subjected to harmful online interaction with other users
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images, or online bullying.

## 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, and uploaded on the school's online reporting system Safeguard Software, allowing a chronology to be logged and saved.
- The Safeguard system then automatically informs the DSL. The class teacher also informs one of the Designated Safeguarding Leads.
- The DSL will then input any additional information or actions to be taken into Safeguard.
- 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 a MASH form outlining the concerns should be completed on the Enfield's Children's Portal. For young people over the age of 18, the Enfield Integrated Learning Disabilities team will be contacted for further guidance and support.

If you have immediate child protection concerns for a child who does not have an allocated social worker contact Enfield's Multi-Agency Safeguarding Hub (MASH) on 020 8379 5555, or electronically through [childrensmash@enfield.gov.uk](mailto:childrensmash@enfield.gov.uk) (via Egress).

- 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 school's Safeguard Software, which has secure access and is confidential, 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 and information sharing
- attendance
- medications in school
- continual professional development