Alexandra Primary School
Safeguarding and Child Protection Policy

Governor Responsible	Margaret Luchman
Status	Statutory
Last reviewed	September 2018
Review period	Annual
Signed	Caroline Schloss

Alexandra Primary School Safeguarding and Child Protection Policy

Contents

1. Key Contacts

2. Introduction

3. Principles and Aims
- 3.1 Building resilience
- 3,2 Supporting children

4. Safeguarding and Child Protection Procedures
- 4.1 Local Safeguarding Board
- 4.2 Child Protection training
- 4.3 Parents information regarding school responsibility
- 4.4 Liaison with other agencies
- 4.5 Record keeping
- 4.6 Confidentiality and information sharing
- 4.7 Communication with parents
- 4.8 Procedures for staff where there are concerns about a child
- 4.9 What to do if a child discloses something to you.
- 4.10 Supporting the child
- 4.11 Action to be taken by the designated Child Protection Lead
  - **i.** Sexual Abuse
  - **ii.** Children of substance misusing parents/carers
  - **iii.** Domestic abuse
  - **iv.** Forced Marriage/ Honour Based Violence
  - **v.** Female Genital Mutilation (FGM)
  - **vi.** Child Sexual Exploitation (CSE)
  - **vii.** Preventing Violent Extremism
  - **viii.** Sexual Violence and Sexual harassment between children in schools
  - **ix.** Private Fostering
  - **x.** Child Criminal Exploitation
  - **xi.** What happens after any concern is reported.

5. Supporting Vulnerable Children

a. School support for vulnerable child
b. Children with Additional Vunerabilities
Children with Special Educational Needs and Children in Care
c. Children missing from Education

6. Safer Recruitment: Single Central Record, DBS Checks

a. Applicants
b. Single Central Record (SCR)

c. Visitors and guest speakers to school

7. Managing and Preventing Allegations against Staff

a. Procedures used to manage and prevent allegations against staff.
b. Staff training in 'Good Practice'
- **i.** Working 1:1
- **ii.** Changing pupils who have wet or soiled themselves (**not** SEN pupil)
- **iii.** Changing pupils who have wet or soiled themselves (SEN pupils)
- **iv.** Use of personal mobile phones during school hours
- **v.** Photography using mobile phoned
- **vi.** Physical restraint of pupils.

8. Extended Schools and Before and After School Activities

9. Associated Policies

10. Implementation, dissemination and Review

11. Appendix 1 – Overview of Procedures

12. Appendix 2 – Categories of Abuse

1.KEY CONTACTS

SCHOOL STAFF	
Designated Child Protection Lead	Manjit Dulay
Deputy Designated Child Protection Lead	John Coggin, Heather Johnston
Nominated Child Protection Governor	Margaret Luchman
Head Teacher	Manjit Dulay
LOCAL AUTHORITY CONTACTS	
Single Point of Access (Previously First Response)	020 8489 4592 / 5652 / 5762 / 4582
.Designated safeguarding Lead	020 8489 2968 / 1186 lado@haringey.gov.uk
Haringey Local Safeguarding Children's Board	020 8489 1472 lscb@haringey.gov.uk
Early help	020 8489 4470 during office hours (Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm) or 020 8489 0000 out of office hours (including weekends).

2. INTRODUCTION

Alexandra Primary School fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.
Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation;

- Keeping children safe in education: statutory guidance for schools and colleges (September 2018)
- Working Together to Safeguard Children (2018) statutory guidance
- London Child Protection Procedures, 5th Edn.(2015)
- Statutory Framework of the Early Years foundation stage (April 2017)
- Information Sharing (July 2018)
- Data Protection Act 2018
- What to do if you're worried a child is being abused (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including governors. It is consistent with the local safeguarding children's board (LSCB) procedures.

3. PRINCIPLES AND AIMS

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. Teaching assistants, mid-day supervisors and admin staff, as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children and parents know that there are adults in the school whom they can approach if they are worried
- include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse

We will follow the procedures set out by Haringey local safeguarding children's board and take account of guidance issued by the DfE to:

- ensure we have a **designated child protection lead** (and a deputy) responsible for child protection who has received appropriate training and support for this role
- ensure we have a **nominated governor** responsible for child protection

- ensure we have a named and trained practitioner – (Max Newman), to take the lead responsibility for safeguarding in our Early Years setting
- ensure every member of staff (including temporary and supply staff and volunteers) and every member of the governing body knows the name of the designated child protection lead responsible for child protection and their role
- ensure all staff have regular training in, and are familiar with, the categories and possible signs of abuse and neglect
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated child protection lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school's website and by displays at family conference.
- notify social care if there is an unexplained absence of a pupil who is on the child protection register and absences of vulnerable children are reported to DSLs and SLT daily
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters
- attend and take part in core groups and conferences as and when required
- keep records of concerns about children, even where there is no need to refer the matter immediately
- ensure any records are kept securely, separate from the main pupil file, and in secure locations. School is using My Concern from 09/2018
- develop and then follow procedures where an allegation is made against a member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, LSCB guidance, school disciplinary procedures and policy on care, control and restraint,)
- ensure safe recruitment practices are always followed, see Keeping Children safe in education 2018)
- ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the GDPR 2018

The four key elements to our policy are:

- **Building resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep themselves safe. Establishing a safe environment in which children can learn and develop within an ethos of openness
- **Procedures** - developing and implementing clear procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse
- **Supporting vulnerable pupils** - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Preventing unsuitable people from working with children** - ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

3.1 Building Resilience

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help
- Include, in the curriculum, materials which reinforce essential skills for every child in understanding and assessing risk. Use PSHE work to build self esteem, the skills to think independently and make sensible decisions based on their own judgements.

3.2 **Supporting Children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the pupil such as social care, the Child and Adult Mental Health Service (CAHMS), the Attendance and Welfare Service and the Educational Psychology Service

4 SAFEGUARDING AND CHILD PROTECTION PROCEDURES

4.1. **Local Safeguarding Board**

Where we have concerns about the welfare of a child we will follow the procedures set out by the Haringey Local Safeguarding Children Board (LSCB). A copy of these procedures can be found on the LSCB website: http://www.haringeylscb.org/

4.2 **Child Protection Training**

We will ensure that all staff receive child protection training at the point of their induction which is updated regularly, at least annually, so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse
- the need to record concerns
- how to support and respond to a child who tells of abuse
- how the school will fulfil its duty of care to staff who have been accused in a child protection issue
- what other independent agencies are available to support staff (eg TUs, Teacher Support Network etc)

We will ensure that all staff, paid and unpaid and governors, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that

such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. A governors Safeguarding committee is held each term to look at Safeguarding updates and to ensure the school is fulfilling its statutory responsibilities.

4.3 Parents information regarding school's responsibility

We will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties and this policy on the school website.

4..4 Liaison with Other Agencies

The school will:

- ensure that the designated child protection leads take advice from a child protection specialist when managing complex cases. The designated safeguarding leads have access to the Single Point of Access Advice Line, Early help Coordinators and the out-of-hours duty team.
- work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- co-operate as required, in line with Working Together to Safeguard Children, 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- notify the relevant social worker immediately if; it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a pupil who is subject to a Child Protection Plan or there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

4.5 Record Keeping

The school will:

- keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to children's social care immediately.
- ensure all records (including electronic data) are kept securely, separate from the main pupil file, and in a locked location.
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the education child protection record keeping guidance.

4.6 Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 2018 principles and the General Data Protection Regulations (GDPR). The Data Protection Act and GDPR do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the data protection act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the designated child protection leads or head teacher.

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated child protection leads or children's social care as required.
- ensure that the head teacher or designated child protection leads will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications.
- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- ensure staff are clear with children that they cannot promise to keep secrets.
- ensure that statutory guidance on recording allegations against adults are followed – (see managing allegations against staff and volunteers policy)

4.7 Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care.

4.8 PROCEDURES FOR STAFF WHERE THERE ARE CONCERNS ABOUT A CHILD

These child protection procedures **must** be followed where there are any concerns about a child that may fit into the four categories of abuse, (Appendix 2) or if a child discloses information of concern.

1. Record your concern on the safeguarding tool" My concern" as a "Trusted User". In addition to this speak to a DSL about your report as a matter of urgency. This report should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations **<u>should not</u>** be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.

2. Remember confidentiality, and do not discuss your concern with others unnecessarily.

3. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Senior Person or Headteacher.

4.9 What to do if a child discloses something to you (For guidance on managing allegations against staff and volunteers see separate policy and KCSIE 2018)

When a child makes a disclosure (tells you something of concern), always follow the **four Rs – Receive, Reassure, React and Record.**

<u>Receive</u>

- Listen to the child/young person. If you are shocked at what the child/young person says to you try not to show it. Take what the child/young person says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If

they meet with shock or disbelief, children and young people may retract what they have said.

- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, "Why didn't you tell me before?"

Reassure

- Stay calm. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. "You are not alone - you are not the only one this sort of thing has happened to".
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.

React

- React to the child/young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example "Did s/he .....?'
- Be careful about what you ask the child; you may taint any evidence being put before a court. Use open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?" Remember TED- Tell, Explain, Describe.
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff.
- Explain what you have to do next and to whom you have to talk to.
- Inform the designated child protection lead.

Record

- As soon as is reasonably practicable make notes on what has happened using the 'Note of Concern' sheet – **Appendix 3.**
- Do not destroy these notes; they will be retained in a safe place. The court in any legal process may require them.
- Record; place, date, time and details of the child/young person involved. Record any noticeable nonverbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- Use the 'skin map' on the reverse of the 'Note of concern' sheet to indicate positioning, size and location of any injuries you have identified/observed.
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT.
- Hand the record to the designated child protection lead.

4.10 Supporting the child

Give the child time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.

Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

4.11 Action to be taken by the Designated Child Protection Lead

The designated Safeguarding lead has responsibility to consider all incidents in terms of contextual safeguarding. This means assessments of children should consider whether wider environmental factors are present in a child's life that are a treat to their safety or welfare

-

4.11.1 Sexual abuse

Any suspicion of sexual abuse or actual disclosure by a child that he or she has been sexually abused must be referred immediately to the LA single point of access team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

If there is a concern that children under the age of 13 are involved in a sexual relationship this must be referred to the LA single point of access who will contact appropriate agencies.

4.11.2 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.
When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow Single point of Access referral procedures.
This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

4.11.3 Domestic Abuse

The cross-government definition of domestic violence and abuse is:
any incident or pattern of incidents of controlling, coercive, 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
- emotional

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

The designated child protection lead will take appropriate action to ensure children and young people are kept safe and will seek advice from the child protection advisers where necessary. Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family.

4.11.4 Forced Marriage/Honour Based Violence

A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

The Governments definition of a Forced Marriage is;
A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
The staff in our school, through induction and whole school training, are aware of the importance and impact on a child/student who is or whose family is involved in such situations.

"Honour-based" violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and advice will be sought from single point of access and referrals made to early help or social care where appropriate **(Appendix 1).**

4.11.5 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, will be dealt with under the child protection procedures in this policy.

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.
- a child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.
- a child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
- a child may request help from a teacher or another adult.
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

- a child may spend long periods of time away from the classroom during the day with bladder or menstrual problems if she has undergone the most severe form of FGM.
- a prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM.
- a child requiring to be excused from physical exercise lessons, without the support of her GP.

Professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The designated child protection lead will make appropriate and timely referrals to social care via the single point of access if FGM is suspected to be a possibility and to the police if it is believed to have taken place.. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes.

Further information can be found on the London Safeguarding Children Board's website and the fact sheet from the World Health Organisation:
Safeguarding children at risk from FGM -
http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html
World Health Organisation Factsheet -
http://www.who.int/mediacentre/factsheets/fs241/en/

4.11.6 Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyber bullying and grooming.
It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

School will contact the child protection advisers if there is a concern that a young person may be at risk.
The risk will be assessed with reference to the 'Risk Assessment Framework for Children Abused through Sexual Exploitation' -
http://www.londoncp.co.uk/files/supp_sex_exp_app1_riskframe.pdf
Further information can be found on the London Safeguarding Children Board's website:
Safeguarding children at risk from child sexual exploitation -
http://www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

4.11.7 Preventing Violent Extremism

We all have a role to play in community building in Haringey and making the borough a place where people from all backgrounds get on and live safely together.

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks. The school has an action plan showing how it is mitigating risk and embedding British values of tolerance and respect.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non proscribed extremist groups such as the English Defence League.

What will school do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.
- *If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.*

Channel

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs. If you are concerned that someone you are working with is at risk of getting involved in extremism, contact the Channel Co-ordinator. To discuss any potential referral, please email: safercommunities@haringey.gov.uk

4.11. 8 .Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

All incidents should be reported to the DSL and strategies to support the victim put in place

4.11.9 Private Fostering

A private fostering arrangement is essentially an arrangement between families / households,without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step–parents ,siblings, siblings of a parent and grandparents) for 28 days or more. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

Children sent from abroad to stay with another family, usually to improve their educational opportunities;

- Asylum seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives;
- Children of prisoners placed with distant relatives;
- Trafficked children

Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency.

4.11.10 Child Criminal Exploitation incl County Lines

Child Criminal Exploitation refers to the use of children to conduct illicit activities normally for urban gangs, to allow them to operate in coastal or suburban areas Further guidance is held in document: Criminal exploitation of children and vulnerable Adults (Jul 2017)

4.11.11 What happens after any concern is reported?

When the designated child protection lead receives any concern, they can talk it through with the duty officer in the single point of access team. The duty officer will then discuss the concern and assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of that formal child protection referral.

If the concern arises outside of the hours operated by the advice Line and it is believed the child may be at immediate risk the children's social care out of hours team or the police will be contacted without delay. If there are any concerns that a child may be at risk of immediate harm, the police will be contacted by dialling 999.

If the designated child protection lead decides that it is not a child protection referral matter, a record will still be made of the incident and kept in the child protection files, so that patterns of concern can be seen.

If a child makes a direct allegation of abuse or has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available this will not be discussed with parents/carers in the first instance.

If a less distinct injury is noticed or if the child makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the designated child protection lead will raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries, a pattern of absences from school or any other concerns before these injuries are noticed; the incident will still be recorded and kept in the child protection file in case similar issues are raised again in the future. For a summary of these procedures see **Appendix 1.**

5. SUPPORTING VULNERABLE CHILDREN

5.1 School support for vulnerable children

We recognise that; neglect, abuse or witnessing violence may have an adverse impact on those children, which may last into adulthood, without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- curricular opportunities to develop self-esteem and self-motivation.
- promoting a positive, supportive and safe environment
- ensuring the school's behaviour policy supports vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- liaison with other agencies which support the pupil such as Children's Social Care and Child and Adolescent Mental Health Services (CAMHS).
- a commitment to develop productive and supportive relationships with parents/carers.
- monitoring and supporting all pupil's welfare, keeping records and notifying children's social care when concerns are raised.
- ensuring that when a pupil, who is subject to a child protection plan, leaves, information is transferred to the new school immediately. The child's social worker will also be informed.
- notifying the education welfare officer EWO **and** children's social care, if a child who is subject to a child protection plan or where there have been ongoing concerns, is missing from school.

5.2 Children with additional vulnerabilities

Looked After or previously looked after Children

Where a child is Looked After or previously looked after there will be work across the school to ensure their safeguarding. The Designated Safeguarding Lead (who is also the Designated Teacher for Looked After Children) will lead on this work. LAC pupils will be discussed in Vulnerable children meetings weekly and updates given to the safeguarding Committee.

Children with Special Educational Needs

The school has pupils who may have additional needs and/or communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

As part of the PSHE and SRE curriculum staff will teach all children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

We ensure that all children have access to a range of adults with whom they can communicate confidently.

5.3 Children Missing From Education

Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

We monitor pupils' attendance through a twice daily register. The school's welfare/ admin staff make first day absence calls to families where a child is absent and the school have not been informed. (*secondary schools may be monitoring each lesson)* Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this our welfare /admin/lead for pastoral care will investigate any unexplained absences.

Each half term/term, we inform Haringey education welfare service of the details of pupils who are regularly absent from school (attendance has fallen below 90%). We inform the education welfare service immediately of any pupil who has been absent for 10 consecutive days, and despite the efforts of school staff, the family have not been located. This may include a home visit by school staff to verify the pupil's whereabouts. The local authority's education welfare service will then conduct further checks.

We will not remove a child from the admission register until another school has requested the unique pupil number for that child or we have liaised and referred the case to the education welfare service who has agreed to the removal from the school role.

If there are concerns about the attendance of a child who is subject to a child protection plan or who is looked after by the local authority, the school will also inform the child's social worker.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a child absconds from school during the course of the day, the parent will be informed, and if necessary or if the pupil cannot be located, the police will also be informed.

As required, we arrange full-time education for any pupil on a fixed term exclusion, from the sixth school day of the exclusion.

6.SAFER RECRUITMENT; SINGLE CENTRAL RECORD, DBS CHECKS

6.1 Applicants

Keeping Children safe in Education (2018) outlines safer recruitment processes in education settings. Safer recruitment at this school means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicants suitability to work with children
- provide evidence of identity and qualifications
- complete a barred list check and DBS check before taking up a post
- be interviewed, with at least one question referring to CP knowledge

The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training as advised by their LSCB.

The following members of staff have undertaken Safer Recruitment training:

Manjit Dulay, Heidi Bennet
The following members of the governing body have undertaken Safer Recruitment training: Sally Lask, Caroline Schloss.

6.2 Single, Central record

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the DfE's September 2016 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

The statutory guidance states: "Generally, the information to be recorded …….. is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- disqualification from early years or childcare provision under the disqualification clause of the Childcare Act 2009

This single central record is checked termly by the Headteacher and governor responsible for safeguarding to ensure there are no gaps in the record.

6.3 **Visitors and guest speakers to school**

Any outside speakers or visiting organisations will be cleared with the head teacher before booking. Staff will ensure that the speaker/organisation is complementing the programmes of study and teaching taking place in the school. Prior to the visit the content of the session will be discussed and it will be made clear to the visitor that behaviour management is the responsibility of the school staff who will remain present at all times.

7. MANAGING AND PREVENTING ALLEGATIONS AGAINST STAFF

7.1 Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the head teacher is the subject of an allegation, it will be reported to the chair of governors.

The school will consult with the local Authority Dedicated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as set out in the school's managing allegations against staff and volunteers policy, Keeping Children Safe in Education and the LSCB's guidance, available on Haringey LSCB website.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended- refer to managing allegations against staff and volunteers policy for guidance.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff; paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

7.2 Staff training in Good Practice

All Staff are trained in good practice so that they can reduce the risk of allegations being made against them. In addition, the following issues are specific to Alexandra Primary school: FGM /DV/ Radicalisation/ Gangs

7.2.1 Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

7.2.2 Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle.
- if the child needs assistance, the member of staff will call another member of staff in their phase to assist.
- both members of staff must be within sight of each other and the dignity of child maintained at all times.

7.2.3 Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above.

All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

7.2.4 Use of personal mobile phones during school hours

Personal mobile phones should not be in classrooms. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities

7.2.5 Photography using mobile phones

Nearly all mobile phones have in built cameras and that if used whilst at work, in school, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff should always use school-owned cameras or tablets if taking photographs of children.

7.2.6 Physical Restraint of Pupils

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of pupils. In this school:

- there will be staff trained in the use of physical restraint;
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training will include multiple methods for monitoring a pupil's well-being during a restraint;

(See policy on positive handling/ physical restraint for further guidance. Also refer to Use of Reasonable Force – advice for head teachers, staff and governing bodies' - current edition July 2013)

8. EXTENDED SCHOOLS AND BEFORE AND AFTER SCHOOL ACTIVITIES (ON OR OFF SCHOOL SITE)

During before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

9. ASSOCIATED POLICIES

The following policies provide guidance on matters which may relate to safeguarding and should be read in conjunction with this policy;

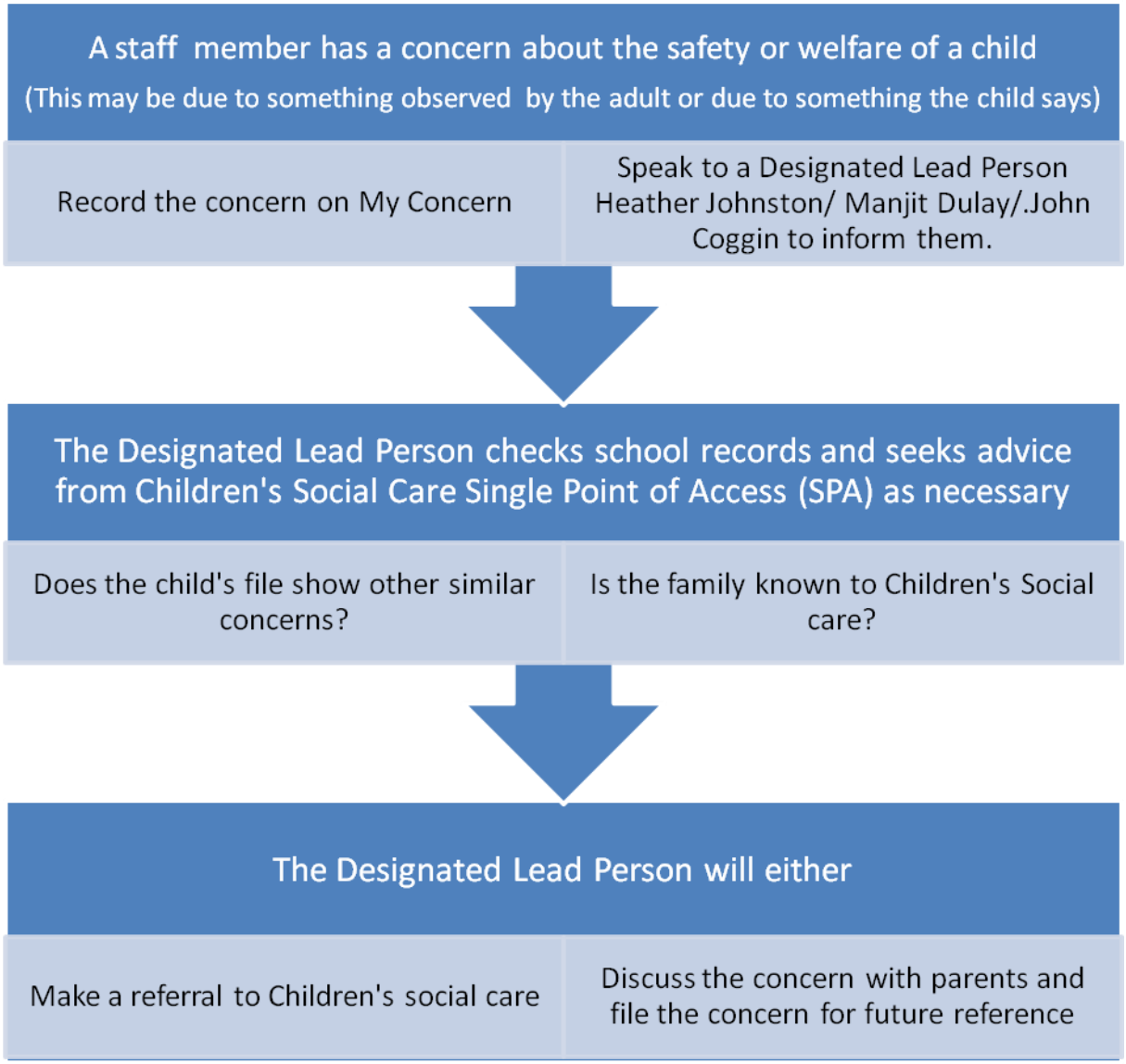
- Staff Discipline, Conduct and Grievance
- Managing Allegations Against Other Children (including sexting)
- Managing Allegations Against Staff and Volunteers
- Sex and Relationships Education
- Whistle Blowing
- Social Media
- SEND
- Intimate Care
- Positive Handling
- Behaviour
- Anti Bullying
- E.safety
- Curriculum Statement.

10.IMPLEMENTATION, DISSEMINATION AND REVIEW

This policy is reviewed annually by the designated child protection leads and ratified by the governing body. All staff read and agree to the policy during their induction. At this time they also read and sign part 1 of KCSIE 2018 and Working together to safeguard Children 2018. Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

Appendix 1: Overview of Procedures

Summary: What happens if anyone is worried about the welfare or safety of a child in our school?



Appendix 2 - Categories of Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.
There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These are;

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

Signs of physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Sexual abuse
Sexual abuse involves forcing or enticing a child or 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 or non-penetrative
acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Signs of sexual abuse:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need reassurance
- tendency to cry easily
- regression to younger behaviour such as thumb sucking, acting like a baby
- complaints of genital itching or pain
- distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing eg. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse
Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children.
Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Signs of emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- self mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour
- depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect
Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in serious impairment to the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness

- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

Poverty and neglect are totally different – they are not equivalent states.