

# Channing School Safeguarding and Child Protection Policy

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## Designated Safeguarding Leads:

- Gurvinder Bhamra-Burgess (Acting Deputy Head – Senior School)
- Dina Hamalis (Head - Junior School & EYFS)
- Lucy Broughton - Williams (Deputy Head - Junior School & EYFS)

**Contact:** [safeguarding@channing.co.uk](mailto:safeguarding@channing.co.uk)

## Deputy Designated Safeguarding Leads:

- Leisha Zarnado (Senior School)
- Jo Tomback (Senior School)
- Dulcie Wright (Junior School)
- Gina Eliad (Junior School)
- Rachel McGinney (Junior School)
- Sukriti Bhatnagar (Junior School)

Designated Governor for Safeguarding and Child Protection: Helen Stringer (Governor)

Contact : [safeguarding@channing.co.uk](mailto:safeguarding@channing.co.uk)

Gurvinder Bhamra-Burgess will deputise for Dina Hamalis and vice versa.

Date Last Reviewed: JAN 2022

## Glossary

CAF	Common Assessment Framework
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DSL	Designated Senior Lead
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
HBV	Honour Based Violence
ICT	Information and Communication Technology
ID	Identity
KCSIE	Keeping Children Safe in Education 2021
LADO	Local Authority Designated Officer
NCTL	National College for Teaching and Learning

NSPCC	National Society for the Protection of Cruelty to Children
PSHE	Personal, Social, Health and Economic Education
SP	Safeguarding Partnerships
SEAL	Social and Emotional Aspects of Learning
TAC	Team around the Child
WTTSC	Working Together to Safeguard Children 2018

## I. Introduction

Safeguarding and promoting the welfare of children is defined for statutory purposes as protecting children from maltreatment; preventing impairment of children's physical or mental health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the school premises and to ensure consistent, good practice across the school. This policy also applies to the EYFS. A copy of this policy is on the school website and hard copies are available from the School Office upon request.

The Policy is in accordance with locally agreed procedures highlighted by the London Boroughs of Camden and Haringey.

This policy has been developed in accordance with the principles established by:

- *Keeping Children Safe in Education - KCSIE (2021)*
- *Sexual Violence and Sexual Harassment between children in schools and colleges (2018; updated 2021)*
- *London Child Protection Procedures and Practice Guidelines (2019)*
- *Working Together to Safeguard Children (2018, WTTSC)*
- *The Prevent Duty (2015)*
- *Sexting in Schools (2018, UKCCIS)*
- *Education (Independent School Standards)(England) Regulations 2018 (amended 2018)*
- *Multi Agency Practice Guidelines – Female Genital Mutilation (2018)*
- *Safeguarding Children and Safer Recruitment in Education (2018)*
- *Dealing with allegations of abuse against teachers and other staff (2018)*
- *Preventing and Tackling Bullying (2017)*
- *Ofsted Review of sexual abuse in schools and college, (2021)*
- *What works in education for children who have social workers (2019)*
- *Mental Health and behaviour in Schools (2018)*
- *Children Act 1989 (Section 87(1))*
- *Children Act 2018*
- *Education Act 2018 (Section 157)*
- *Data Protection Act 2018*
- *Children and Social Work Act 2018*
- *Mental Health and Behaviour in Schools, DfE, 2018*
- *General Data Protection legislation, 2018*
- *Voyeurism (Offences) Act 2019*

Channing School believes in supporting all aspects of pupils' development and learning and in keeping children safe. We recognise a moral and statutory responsibility for all staff to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming

environment, consistent with our Unitarian ethos, where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

We understand that emotional and social aspects of learning create a foundation for all academic learning.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected. (It is worthy to note that pupils have a number of options within the school context, should they wish to raise an issue. These include the Welfare Assistant/School Nurses, School Counsellor, Senior Leaders, Pastoral Leads, Form Teachers/Tutors, as well as their teachers and support staff).
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.
- Fundamental British Values (FDV) are actively promoted and *The Prevent Duty* is adhered to.
- All paid and unpaid staff are subject to rigorous recruitment procedures.
- All paid and unpaid staff are given appropriate support and training.

The school and its staff form part of the wider safeguarding system for children. This is described in *Working Together to Safeguard Children (2018)*. The school works with London Boroughs, social care, the police, health services and other services, as and where appropriate, to promote the welfare of children and to protect them from harm.

Staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, especially peer on peer abuse and sexual harassment and abuse, at an early stage and must be alert to this. The School is committed to referring those concerns via the Designated Safeguarding Leads (DSLs) to the appropriate organisation (normally local authority children's social care), contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

There is a whole School Safeguarding culture and all staff members are advised to maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff members should ALWAYS act in the interest of the child and seek advice from the DSL or external agencies. Even in borderline cases, informal advice should be sought from external agencies. There is an emphasis on the importance of early help and intervention.

The most effective safeguarding happens when the right help is received at the right time to prevent issues escalating.

In order to ensure children are adequately protected, we will ensure that:

- We have a Designated Safeguarding Lead/s (DSL) and a Deputy DSL/s who attend child protection and multi-agency training at least once every two years (including participation in Child Protection Case Conferences, supporting children in need, record keeping and promoting a culture of listening to children). The DSLs work closely with each other as well as senior mental health staff in the school context (School Counsellor, Welfare Assistant, Nurses). The DSLs also work closely with teachers of vulnerable children and children in need to ensure pleasing educational outcomes.
- The Head and all staff, including temporary staff, volunteers and helpers are trained in excellent quality Child Protection awareness every three years (in line with advice from the SP regarding schedule, focus and level of training).

- Regular Safeguarding updates and training is given in staff meetings or during INSET Days.
- All staff, including new staff, ECT, temporary staff, volunteers and helpers are provided with training that includes Child Protection. The Staff Code, Behaviour Policy, the identities of the DSLs and a copy of *Keeping Children Safe in Education (2021)* and the Prevent Duty will also be provided.
- All staff are involved in shaping policy and procedure as they have the opportunity to contribute regularly via discussion in Safeguarding Committee meetings, pastoral meetings and staff meetings. There is an 'open door' policy where staff can approach the DSLs at any time.
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children in a timely and appropriate way.
- All children, young people and their families are aware of the Safeguarding and Child Protection Policy.
- The Child Protection Policy is reviewed on an annual basis by the DSLs and the Board of Governors.
- Issues relating to Safeguarding, including FGM, radicalisation, mental health, cyber bullying and esafety, peer on peer abuse, sexual harrassment and sexual abuse are dealt with as part of the PSHE programme of study, Form time, curriculum subjects and in assemblies.

## 2. Definition and Explanation of Terms

In the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children (2018)* as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

In KCSIE (2021) the definition of safeguarding has been expanded, with a new emphasis upon children's mental health and staff are tasked with preventing the impairment of children's mental and physical health or development. A robust focus on peer on peer abuse and sexual harrassment and sexual abuse is also apparent.

Additionally, there are children who may be in need of additional support from one or more agencies. The use of a CAF (Common Assessment Framework) and a TAC (Team Around the Child) approach is used for inter agency assessment using local processes although referral procedures do vary among London Boroughs.

If a member of staff is concerned that a pupil may be suffering harm or is at risk of harm, the matter should be referred to the DSL as soon as possible who will follow the school's policy and procedures and seek advice (and potentially report) to Children's Social Care.

## 3. Abuse and Neglect

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 a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for

example, via the Internet. They may be abused by an adult or adults, or another child or children. Sometimes, no obvious signs of abuse are visible or apparent and special attention needs to be paid to vulnerable children, especially those with SEND, Looked After Children and children with social workers.

The *Children Act 1989* introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and this gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or is likely to suffer, significant harm.

### Types of Abuse

There are different types of abuse and particular attention needs to be paid to vulnerable children (especially those with Special Educational Needs and Disabilities).

- 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.

- Emotional/Mental abuse

Emotional/Mental abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- Seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- Serious bullying (including banter, bullying via electronic media; sharing nude/semi nude images), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. (Please refer also to the Anti Bullying Policy for a list of types of bullying).

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (sharing nude/semi-nude images and including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

There should be a zero tolerance approach to misogyny and sexual harassment and sexual abuse perpetrated by other children against other children, especially in the school context.

- *Neglect*

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

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

It is worthy to note that a child going missing from an educational setting is a potential indicator of abuse or neglect or involvement in criminal activity, as is a child not collected from school, especially on repeated occasions and staff should be mindful of this. Some children may be at increased risk of neglect or abuse. (See Missing Child Policy)

To ensure that all of our pupils receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs;
- Living in a known domestic abuse scenario;
- Affected by known parental substance misuse;
- Living away from the family home;
- Living in chaotic, neglectful or unsupportive environments;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- At risk of being drawn into Youth Violence or Child Criminal Exploitation;
- Children with a Social Worker;
- Children who are at risk of Child Sexual Exploitation;
- Looked after Children, Children in Care or Fostered Children.

### *Children Missing in Education*

A child going missing from education is a potential indicator of abuse or neglect or involvement in exploitation or criminal activity. If a child goes missing from education, especially on repeat occasions, it is the responsibility of staff to report this to the DSL. It is essential that staff are alert to potential safeguarding concerns such as travelling to conflict zones, Honour Based Violence

including Female Genital Mutilation and Forced Marriage, Child Sexual Exploitation and Child Criminal Exploitation.

The School must inform the Local Authority/Borough of any pupil who is deleted from the Admissions Register if:

- they are being educated outside of the school system.
- they have ceased to attend school and no longer live within a reasonable traveling distance.
- they have been certified by the School Nurse as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age and neither he/she nor his/her parent/s has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- they are in custody for a period of more than 4 months due to a final court order.
- they have been permanently excluded.

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

#### *Female Genital Mutilation (FGM)*

FGM which comprises of procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse. Where a member of staff discovers (through disclosure or visual evidence) that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty on that individual to report it directly to the police (Section 74 of the Serious Crime Act 2015). Those failing to report cases will face disciplinary sanctions. This is a mandatory reporting duty.

Victims of FGM are likely to come from communities that are known to practise FGM and there are often signs to be mindful of:

- Children talking openly about FGM.
- A girl confiding that she has had a "special procedure" or has attended a ceremony to "become a woman".
- Parents stating that they need to take a child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- A girl having difficulty walking, sitting or standing.
- A girl spending longer than normal periods in the lavatory.
- A girl complaining of menstrual or bladder problems.
- Prolonged absences from school.
- A girl being reluctant to undergo normal medical examinations.
- A girl talking about discomfort or pain between her legs.

#### *Child Sexual Exploitation (CSE)*

CSE involves exploitative situations and contexts where children or young people receive something (e.g. money, food, affection, alcohol, drugs, accommodation) as a result of engaging in sexual activities. Perpetrators often hold some kind of power over their victims and sexual exploitation often involves varying degrees of coercion, intimidation or enticement. This can include cyberbullying, sharing and/or taking nude or semi-nude images, grooming or sexual bullying. Staff should be mindful of looking out for signs of CSE which can include:

- going missing for periods of time;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

It is worthy to note that CSE may be carried out by other children and staff should be particularly vigilant for this.

### *Child Criminal Exploitation (CCE)/County Lines*

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

### *Gangs and Serious Youth Violence*

A gang is defined as a group of young people, especially young men, who spend time together, often fighting with other groups and behaving badly. Youth violence refers to harmful behaviours that can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence. Youth violence includes various behaviours such as bullying, slapping or hitting. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault can lead to serious injury or even death.

Indicators that a young person may be at risk from or involvement with serious violent crime or exploitation 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 wellbeing or signs of assault or unexplained injuries;
- unexplained gifts or new possessions could indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

### *PREVENT*

The Prevent Duty (2015, updated 2019) highlights advice to schools and childcare providers in relation to the need to prevent people being drawn into terrorism or related activities. Extremism is defined in Prevent as “*vocal or active opposition to Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs*”. It is important that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Preventing children from the risk of radicalisation is seen as part of the school’s wider safeguarding duties and within the promotion of Fundamental British Values. Schools need to assess the risk of children being drawn into terrorism including the support for extremist ideas. The School’s PSHE programme addresses specifically issues surrounding radicalisation and extremism and as further guidance is forthcoming, these will be revised accordingly.

There is no single way of identifying individuals who are likely to be susceptible to terrorist ideology but schools must be conscious of the increased risk of online radicalisation. Staff should be aware of a change in children's behaviour and should use their professional judgement in identifying children who might be at risk and take appropriate action such as reporting this to the DSL or Counter Extremism Helpline (see Appendices). The Metropolitan Police can also be contacted. It is worthy to note that if staff become aware of activity that could fall within the categories outlined in the Prevent Strategy, they must pass this information onto the Headmistress or in her absence, the Designated Senior Lead, Head of the Junior School or her Deputy. If required, the school will work with the Borough to make appropriate referrals to Channel, a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. A list of indicators is available for reference in the Appendices.

### *Honour Based Abuse (HBA)*

For a summary of HBA and relevant legislation go to the Crown Prosecution Service website: [Honour Based Violence and Forced Marriage](#)

There is no specific offence of "honour based crime". It is a term to encompass various offences covered by existing legislation. HBA can be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no honour or justification for abusing the human rights of others.

We must be aware of the possibility that a child or young person, in particular a girl or young woman, may be at risk of being a victim of honour-based crime and some potential indicators and risk factors which staff should be aware of are:

- a history of older siblings leaving education early and marrying early;
- depressive behaviour including self-harming and attempted suicide;
- unreasonable restrictions such as being kept at home by their parents ("house arrest") or being unable to complete their education;
- unexpected/extended absence during term time for a holiday or to visit sick relatives; removed from education during term time and/or not returned after the holiday period;
- a person always being accompanied including to school and doctors' appointments.

The causes and manifestations of honour based crimes are varied so this makes it difficult to spot risk factors. In the UK, some honour based crime is related to forced marriage so staff should be particularly vigilant regarding risk factors surrounding this.

### *Voyeurism*

Staff should be aware of the legal ramifications of upskirting which is now a criminal offence. This is the placing of equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. (Voyeurism Offences Act 2019)

### Special Circumstances

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information to schools and staff can access broad

government guidance on the GOVUK website ([www.gov.uk](http://www.gov.uk)). Most of this new guidance is highlighted in Key Information (Section 11).

*The London Child Protection Procedures* (March, 2021) outlines responses to special circumstances in child protection cases and provides information and resources:

<https://www.londoncp.co.uk>

Other special circumstances where children may need additional support are:

- Children in the court system
- Children with family members in prison
- Child criminal exploitation
- Child sexual exploitation
- Victims of peer on peer abuse
- Victims of sexual abuse or harrassment
- Children with a Social Worker
- Homelessness

#### **4. Roles and Responsibilities**

The Designated Safeguarding Lead (aka Child Protection Officer):

The Designated Safeguarding Lead (DSL) takes the lead responsibility for child protection, including support to other staff and information sharing with other agencies, developing policies and staff training and ensuring early help is available, especially for children who are disabled, have SEND, young carers, those who have challenging family circumstances, involved in antisocial or criminal behaviour, have a social worker or are misusing drugs or alcohol. The DSL is also the named person who responds to allegations made against members of staff. We also have Deputy DSLs.

The DSL is a senior member of staff with the authority and seniority to carry out the functions of the role. The 2 designated members of staff at Channing School are:

**Gurvinder Bhamra-Burgess (Acting Deputy Head - Senior School) and Dina Hamalis (Head - Junior School including EYFS).**

The *DSLs' responsibilities are to:*

- Ensure early help is available for children who are in need and/or who need support.
- Promptly refer suspected abuse and neglect to the local authority children's social care and to the police if it is a criminal matter.
- Report allegations made against members of staff to the Local Authority Designated Officer (LADO) and the Headmistress (or Chair of Governors in the absence of the Head).
- Refer to the Disclosure and Barring Service (in cases where a person is dismissed or left due to risk/harm to a child).
- Develop, update and review the Child Protection and other safeguarding policies annually, ensuring that staff are aware of them.
- Ensure staff have been issued with Part One of *Keeping Children Safe in Education* (2021) and The Prevent Duty (2015) and have been trained accordingly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Ensure that all staff have up-to-date knowledge of safeguarding issues and up to date

training and are aware of other training opportunities.

- Keep the Headmistress informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that accurate, secure records of concerns and referrals are kept in the Child Protection Files.
- Ensure that a child's Child Protection File is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff including EYFS (and as part of new staff induction) receive appropriate Child Protection and Safeguarding Training, emergency evacuation procedures, health and safety issues and maintain training records.
- Encourage a culture of listening to children and taking into account their wishes and feelings.
- Be alert to the needs of children in need, specifically young carers and those with special educational needs.
- Notify children's social care if a child with a Child Protection Plan is absent for more than 2 days without explanation.
- Cooperate with any requests for information from the local authority and with other agencies in compliance with *Working Together to Safeguard Children (2021)*.
- Ensure that there is regular communication with mental health leads in the school (Nurses, Welfare Assistant, School Counsellor).
- Ensure that they (DSLs) are working closely with children who are vulnerable/with a social worker to ensure pleasing educational outcomes.
- Co chair the Safeguarding Committee.
- Maintain links with the Safeguarding Partnership.

Other staff with L3 certified training include: Jo Tomback (Head of Year 7), the School Nurses, Sukriti Bhatnagar (Welfare Assistant JS) the School Counsellor, Roy Hill (Bursar), Leisha Zanardo (Head of Year 11), Gina Eilad (Head of EY/KSI), Dulcie Wright (Head of KS2), Rachel McGinney (Director of Studies JS), Lindsey Hughes (Headmistress).

### Other Staff's Responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible. If the DSL is not available, staff should report their concerns to the Deputy DSL or a Level 3 trained colleague, a member of the SMT/SLT or Children's Services. Colleagues can also contact the NSPCC or if a child is in immediate harm, the police.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have. The DSL will decide whether to make a referral to children's social care but it is important to note that any staff member can refer those concerns to children's social care directly. If, at any point, there is a risk of immediate, serious harm to a child, a referral should be made to children's social care immediately. If the child's situation does not seem to be improving, the staff member should press for reconsideration.

Staff should have read at least Part One of *Keeping Children Safe in Education (2021)*: [Keeping children safe in education including Annex A](#) and help to provide a safe environment in which children can learn. Staff should also be aware of signs of abuse and neglect and be aware of systems, policies and procedures within the school which support safeguarding. It is now

mandatory for staff to report cases of Female Genital Mutilation (FGM) and to act upon the Prevent Duty (2015). They should also attend appropriate safeguarding and child protection training on appointment and subsequent refresher training every 3 years. Staff must raise concerns about any poor or unsafe practice or any failure in the school's safeguarding regime (See Whistleblowing Policy)

### The Headmistress

The Headmistress will:

- Ensure that the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff.
- Allocate sufficient time and resources to enable the DSLs and Deputy DSLs to carry out their roles effectively.
- Ensure that all staff feel able to raise concerns about poor and unsafe practice and that all concerns are handled sensitively and in accordance with the school's whistle blowing procedures.
- Ensure that staff have sufficient information, skills, knowledge and understanding about a child who is looked after by the local authority.
- Provide information about any child who is missing education.

### The Governing Body

It is the governing body's overall responsibility to ensure compliance with Child Protection statutory requirements and ensure that:

- There is an effective and statutorily compliant child protection policy (and procedures) in place, together with a Staff Code and that these are provided to all staff on induction.
- DSLs have the appropriate authority, time, funding, training, resources and support to fulfill the role and responsibilities.
- The school contributes to interagency working in line with the statutory guidance (*Working Together to Safeguard Children (2018)* including Annex A.
- The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter agency safeguarding procedures set up by the Safeguarding Partnership (SP).
- If appropriate, appoint a designated teacher to promote the educational achievement of children who are looked after and ensure the member of staff has appropriate training and support.

### **5. Child Protection Procedures**

If a member of staff is concerned that a pupil may be suffering harm or is at risk of harm, the matter should be referred to the DSL immediately in line with the requirements of KCSIE 2021.

*Working Together to Safeguard Children* states clearly that it is a duty to speak up about any safeguarding concern. It is important to share any concern or information quickly and to challenge the inaction of colleagues. Colleagues can also report any concerns or information directly to the NSPCC or the First Response Team.

1. You have a concern about a child / young person's wellbeing, based on:

- Something the child / young person / parent has told you.
- Something you have noticed about the child's behaviour, health, or appearance.
- Something another professional said or did.

It is never for you to decide alone how to respond to concerns. However, it is always your responsibility to share concerns, no matter how small, and to listen. Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It takes a lot of courage for a child to disclose that they are being neglected and/or abused. If a child talks to you about any risks to their wellbeing or safety, including peer on peer abuse, you need to let them know that you must pass the information on. The point at which you do this is a matter of professional judgement (if you leave it until the very end, the child may feel that they have been misled; if you jump in immediately, the child may feel you do not want to listen).

**2. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:**

- Begin with words like: 'how', 'why', 'where', 'when', 'who'?
- Do not ask leading questions.
- Remain calm and do not over react
- Give reassuring words or nods of comfort.

**3. Let the person making the disclosure know what you plan to do next.**

If you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

Say, for example, 'I am worried about your bruise and I need to tell Mrs X so that she can help us think about how to keep you safe'

**4. Inform the DSL immediately.**

If the DSL is not available, inform the Deputy DSL, member of SMT/SLT or a L3 trained colleague. If there is no other member of staff available, you must make the referral yourself.

**5. Make a written record that is dated as soon as possible (but certainly that day) after the event, noting:**

- Name of child.
- Date, time and place.
- Who else was present.
- What was said / what happened / what you noticed ... speech, behaviour, mood, drawings, games or appearance.
- If a child or parent spoke, record their words rather than your interpretation.
- Analysis of what you observed and why it is a cause for concern.

*In an emergency, take the action necessary to help the child, for example, dial 999 and remember that anybody can make a referral directly to children's social care (see Section 10 of this policy for numbers). Advice is always available confidentially from the NSPCC (0808 800 5000).*

The children's social care team will require basic information from you such as your name, address, contact numbers and details of your concern. This information is held in the strictest of confidence and not disclosed to any party.

**6. The DSL may take advice from the First Response Service at the Local Authority**

(See Key Contacts – Section 10)

#### **7. The DSL makes the referral to the First Response Service**

The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

In situations where a pupil is not at risk of suffering significant harm but is in need of support from one or more agencies, the DSL will liaise with children's social care and, depending on their advice, possibly complete a Common Assessment Framework (CAF) Form.

#### **8. The DSL shares information with other relevant professionals**

This will involve recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. In cases of serious harm or if a crime may have been committed, the police are informed from the outset.

#### **9. The DSL informs a parent that they have made a Child Protection (CP) referral, if the parent does not already know, and if there is no reason not to let them know.**

The school will normally seek to discuss any concerns about a child with their parents. However, the First Response Service may suggest to delay informing the parents in cases of suspected sexual abuse, or where informing the parents might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure). Additionally, in cases of suspected Fabricated or Induced Illness by proxy, the parents are not informed.

#### **10. The DSL remains in close communication with other professionals around the child / young person and with the family.**

This is done in order to share any updates about the child / young person if this is appropriate.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
- Attend a child protection conference when invited and provide updated information about the child.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the Protection Plan.
- Reassess concerns if the situation does not improve and liaise with the relevant agencies.

The school communicates readily with local safeguarding agencies whenever an allegation or disclosure of abuse has been made and children who have suffered or are at risk of suffering significant harm should be reported to children's social care immediately. As previously stated, in situations where a pupil is not at risk of suffering significant harm but is in need of support from one or more agencies, the DSL will liaise with children's social care. As far as is practicable, the child's wishes or feelings are taken into account when determining what action to take and what services to provide.

#### **Allegations Against Staff (including volunteers, visitors and Governors)**

The school's complaints procedures will be followed where a child or parent raises a concern about poor practice towards a child that does not reach the threshold for child protection action. Complaints from staff are dealt with under the school's whistleblowing, complaints and disciplinary

and grievance procedures.

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

'Staff' will include, for the purposes of this policy, volunteers, supply teachers and visitors.

Being subject of an allegation, a staff member may have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work closely or regularly with children.

All allegations against staff or volunteers should be immediately brought to the attention of the Headmistress or, in her absence, the Chair of Governors. A quick resolution of the allegation must be a clear priority for the benefit of all concerned. If the allegation is made to the DSL, they should immediately report it to the Headmistress or the Chair of Governors.

If an allegation is made against the Headmistress or a member of the Governing Body, this should be brought to the attention of the Chair of Governors without telling the Headmistress first. If an allegation is made against the Headmistress or a member of the Governing Body the Chair of Governors should liaise directly with the local authority. If there is an allegation against the Chair of Governors, the local authority should be contacted directly.

If an allegation is made against the DSL, this should be brought to the attention of the Headmistress, without telling the DSL first.

Some rare allegations will be so serious that they require immediate intervention by children's social care services and/or the police. Police will also be contacted if it is thought that a crime may have been committed.

In all cases, the LADO (Local Authority Designated Officer) should be notified immediately and no later than one working day. Schools must not undertake their own investigation of allegations without prior consultation with the LADO. Parental consent is not required before reporting allegations to the LADO. In the most serious cases, the police will be involved, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

The Headmistress should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.
- Contact the LADO in Haringey or Camden immediately to discuss (See Key Contacts – Section 10).
- Make a referral to the Children's Service where the child resides, if appropriate.
- If the local authority where the child resides is unresponsive and not quick to act, it is the duty of the school's local authority (Haringey/Camden) to respond to the issue.
- Contact the parents/carers of the child, following advice from the LADO.
- If necessary, suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO.

- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings.
- Reach an agreement with the LADO about the information that should be put in writing to the individual/s concerned and by whom.
- Ensure that all discussions are recorded and dated in writing.

It is important that when allegations are made, the school makes every effort to guard against unwanted publicity.

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm.
- The allegation warrants investigation by the police.
- The allegation is so serious that it might be grounds for dismissal.

*(London Child Protection Procedures 2021)*

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

The school's commitment is to contact the DBS and the Teaching Regulation Agency (TRA) within 1 month of any person leaving the school because he/she:

- Has harmed or poses a risk of harm to a child.
- Is considered unsuitable to work with children.
- Has been dismissed or removed from working (paid or unpaid) or would have been removed had he or she not left earlier due to safeguarding concerns or unprofessional conduct.
- Has a conviction for a relevant offence.
- Has brought the profession into disrepute or would have done had he/she not resigned from post.
- Has been dismissed because of misconduct.

Failure to make a report constitutes an offence. Compromise agreements cannot be used to prevent a referral being made to the DBS.

Where a dismissal does not reach the threshold for a DBS referral, the school will consider making a referral to the TRA.

Where there is an allegation of abuse in the EYFS setting, then a report must be made to OFSTED within 14 days.

#### Allegations against pupils and peer on peer/child on child abuse

A pupil against whom an allegation of serious abuse has been made may be suspended from the school during the investigation and the school's policies on Behaviour and Anti Bullying will apply. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to significant harm. The school will take advice from the Local Authority Designated Officer (LADO) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse or bullying (including cyberbullying or sharing nude/semi nude images) the school will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview. In the case of pupils

whose parents are abroad, the pupil's emergency contact will be requested to provide support to the pupil and to accommodate her if it is necessary to suspend her during the investigation.

In the event of a disclosure about pupil on pupil/child on child abuse, all children involved (whether perpetrator or victim) will be treated as being at risk.

Peer on peer/child on child abuse may also include bullying, cyberbullying, upskirting, sexual violence, sexual harassment, physical abuse, initiating or hazing (initiation ceremonies) type violence.

(Upskirting is a criminal offence - The Voyeurism Offences Act 2019. It is an act of taking a photograph, without consent, from underneath a person's clothing with the intent of viewing their genitals. The purpose may be sexual gratification or to cause the victim distress and alarm).

### **Sexual violence and sexual harassment between children**

Staff should be aware of the importance of making clear that sexual violence and harassment is not acceptable and will not be tolerated. There will be a zero tolerance approach to this as well as to misogyny. Staff should not be dismissive of allegations of sexual violence or harassment and they should challenge potential criminal behaviours e.g. touching or grabbing. They should be mindful of identifying concerns and be mindful that this includes adult students, ie 18 years old. It is important that staff are aware that sexual violence and harassment does happen and that children can abuse their peers in this way in any context. All incidents on peer on peer abuse involving children younger than 10, should be reported to the police (where appropriate). All staff, especially the DSL, should take a contextual safeguarding approach to incidents and ensure that appropriate support systems are in place for all involved. Staff should be mindful of the advice contained within Sexual Violence and Sexual harassment (2021): [Sexual violence and sexual harassment between children in schools and colleges](#)

## **6. Safer Recruitment and Safe Practice**

### Safer Recruitment

The School is committed to safer recruitment and the school's Bursar's Department is responsible for implementing the relevant recruitment and vetting checks, as well as maintaining the Safer Recruitment policy and setting safer recruitment procedures.

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. We must:

- verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. website.
- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children). Note that when using the DBS update service you still need to obtain the original physical certificate.
- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available.
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then follow advice on the GOV.UK website: <https://www.gov.uk/check-job-applicant-right-to-work>
- if the person has lived or worked outside the UK, make any further checks considered

- appropriate.
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- In addition:
  - check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State;
  - ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012;
  - before employing a person to carry out teaching work in relation to children, take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State.
  - all schools and colleges providing childcare<sup>64</sup> must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

*Safeguarding Children and Safer Recruitment in Education (2020)* outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages.
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

*Practice Guidance on the recruitment and selection of staff* has been produced by the London Borough of Haringey.

Child Protection checks, including the EEA, and procedures apply to all staff including those employed by other organisations working with the school's pupils and also parent volunteers.

The school does not allow anyone whose suitability has not been checked to have unsupervised contact with children. When a new member of staff starts work before a disclosure is available, the school will ensure that the person is appropriately supervised at all times until checks are completed satisfactorily. For EYFS, the school will obtain an Enhanced Disclosure for every person over 16 who works directly with children, who lives on the premises or who works on the premises when children are present.

**Full details can be found in the Safer Recruitment Policy.**

#### Safe Practice

To meet and maintain our responsibilities towards children, the school agrees on the following standards of good practice:

- Treating all children with respect.
- Setting a good example by conducting ourselves appropriately.
- Encouraging positive and safe behaviour.
- Being alert to changes in children's behaviour.

- Recognising challenging behaviour may be a sign of abuse.
- Reading, understanding and implementing all the school's safeguarding policy and guidance documents including the Staff Code, Anti Bullying, Behaviour, Equal Opportunities, First Aid Fire and ICT related policies.
- Asking a child's permission before doing anything for them of a physical nature (except when there is an urgent need).
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding inappropriate sexualised or derogatory language.
- Being aware that inappropriate behaviour towards children is unacceptable and that conduct towards all children must always be beyond reproach.

### Staff Code

In order to protect children, young people and members of staff, we encourage staff to follow our professional Staff Code. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

All staff, including visiting staff, need to be particularly mindful of:

- Being alone with a child/young person.
- Physical contact/restraint.
- Social contact outside setting/appropriate boundaries.
- Gifts and favouritism.
- Behaviour management.
- Physical, sporting, coaching.
- One-to-one tuition.
- Safe use of technology (Security/Internet/mobile phones/digital images of children, etc). See the Staff ICT Acceptable Use and E Safety Policy.
- Appropriate use of social networking sites.
- It is an offence for a teacher to have sexual relations with a pupil under the age of 18.

Appropriate and safe staff conduct is supported by the following policies:

- <http://www.haringeylscb.org/allegations-against-staff>
- Recruitment, Selection and Disclosure Policy
- Disability & Equality Scheme Accessibility Policy
- Staff Code

### Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain, injury or humiliation.

Staff are permitted to use reasonable force to control or restrain pupils under certain circumstances, especially those with SEND or with medical conditions. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Headmistress immediately and in confidence. The Headmistress, in turn, will contact the Local Authority Designated Officer (LADO).

### Visitors

No visitors, including tradespeople or workmen, are allowed to wander around the premises unaccompanied when children and young people are present.

Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose. Children should only be collected by their parents/carers unless written notification has been received in advance.

### Secure Premises

The School takes all practicable steps to ensure that the premises are as secure as circumstances permit.

All staff have a photo ID badge, which must be clearly displayed at all times whilst they are on the school premises. They should sign on arrival and departure.

All visitors must sign on arrival and on departure in the School Office. Visitors are escorted by a member of staff at all times whilst on the premises.

### Extended School Activities and Educational Visits

The school's educational visits procedures are set out in a separate document. (see Educational Visits Policy)

When school activities are provided by and managed by the School, our own Safeguarding and Child Protection procedures apply. Where other organisations provide services or activities on our site, the member of the school's staff responsible for arranging the service or activity will check that the providers have appropriate procedures in place, including relevant risk assessments and recruitment procedures.

When our children attend off-site activities, including school trips abroad, we check to ensure that effective child protection arrangements are in place. All staff on these trips are bound by the school's Educational Visits Policy when arranging and organising off-site trips.

When children stay with host families abroad or in the UK, the school works with partner schools or agencies to ensure that assurances are given about the suitability of host families and teaching staff prior to a visit or stay taking place and the necessary checks are carried out.

### Missing and Not Collected Child

All staff are informed of the separate procedures to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure involves the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. (See Missing Child Policy.)

If a child is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should consider contacting the First Response Service, depending on the circumstances.

### Use of Mobile Phones and Cameras in the EYFS and Whole School

To meet the requirement of the EYFS Framework the School is required to have a policy with regard to the use of mobile phones and cameras. The use of mobile phones is strictly forbidden in our Reception classes.

Staff are advised to use school mobile phones and cameras during the school day.

Some older Junior School pupils in Y5 and Y6 who walk home, bring mobile phones to school; these phones must be handed into their Form Teacher at the start of each day and the pupils then collect them as they leave the school. Senior School pupils must keep their phones in their lockers and they should be turned off and not visible during the school day. The pupils should adhere to the Pupils' Acceptable Use and E-safety policy. Sixth formers may use their mobile devices freely in the Sixth Form Centre.

School cameras and mobile devices may be used for 'purposeful educational activity'. The use of cameras will be monitored using the school's digital agreement and e-safety policies. Storage, use and management of all data in all forms will comply with all aspects of data protection and all safeguarding guidelines.

The school seeks parental consent for photographs and filming of pupils to be placed in publicity materials, for press reports or on our social media accounts and/or website. Families are respectfully advised that they DO NOT have permission to film or take photographs of other people's children, nor of members of staff. We are mindful of parents' wishes to have an occasional record of memorable events in which their daughters participate and to that end, we will try to provide "photo opportunities" for the audience at the end of a performance or event. (See Photography Policy).

### **E Safety:**

Most of our pupils use mobile devices and computers. Pupils receive guidance on the safe use of the web (including anti bullying, taking consensual and non-consensual nude/semi nude images) through the Computing, PSHE and pastoral curricula and in assemblies. Cyber bullying is treated as seriously as any other type of bullying. The school also runs parents' workshops regarding Esafety.

Suitable filtering is reviewed to keep pupils safe from terrorist and extremist material when accessing the internet in school.

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

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The school will implement our ICT Acceptable Use policies and provide online safety education to promote the safe use of electronic equipment and the internet, so that (at an age appropriate level) pupils have a better understanding of the risks posed by adults or young people who use the internet to bully, groom, abuse or radicalise other people.

The procedures for safe online use are set out in other school policies, specifically the Pupils' ICT Acceptable Use Policy and the Online Safety Policy. For the avoidance of doubt, the School has adequate filtering systems to keep pupils safe when accessing the internet at school, is aware of the risks posed by the internet and technology for pupils, educates pupils, staff and parents about the safe use of technology and has mechanisms in place to enable staff to identify pupils who may be at risk of harm and to intervene appropriately or escalate such cases.

The school makes online safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in PSHE lessons and across the curriculum, working with external agencies and

the police, and through assemblies and form time.

The school expects all Senior School pupils to have read, and adhere to the Pupils' ICT Acceptable Use Policy, including returning a signed agreement. The school expects all parents to have read the Pupils' ICT Acceptable Use Policy, and to have given written permission for their child to access the internet at school. In the Junior School, staff teach pupils the Esafety rules as devised by pupils and the Computing Coordinator.

The School will do all it reasonably can to limit pupils' exposure to the above risks when using the School's ICT systems by having in place a filtering system to safeguard pupils from potentially harmful and inappropriate material online without "over blocking" or imposing unreasonable restrictions as to what pupils can be taught through online teaching. The School's network provider retains all browsing data which can be searched by username, website, etc. The School has systems in place whereby browsing data will be periodically reviewed. In the event of concerns being reported a user's browsing history can be investigated.

The School is mindful of the advice contained within Teaching on-line safety in schools.

### **Supporting School Provision**

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable (Behaviour Policy), and of how they can help keep themselves safe.

The Behaviour Policy and the *Channing Promise* state clearly the kind of behaviour expected for pupils who are members of the Channing community.

The framework for Personal, Social, Health and Economic education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE and other curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying, cyber bullying, nude/semi-nude images, abuse and cyber safety. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help. Pupils are given the information to avoid situations and persons, including over the internet and mobile technology, which or who could lead them into harm.

The School is determined that no kind of bullying, including banter and cyber bullying, will be tolerated. The Anti Bullying Policy can be found on the intranet and the website. The School acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. If there is a concern that a child is at risk of serious harm, the school's Child Protection procedures will be followed.

It is also vitally important to be mindful of Relationships and Sex Education and Health Education and safeguarding implications of consent, grooming and unhealthy family relationships.

We are committed to providing appropriate advice and support for our pupils when the need arises. Referrals can be made to the School Counsellor, School Nurse or external agencies such as Open Door, CAMHS or Focus on Families (in liaison with the Designated Senior Leads). The pastoral teams, led by experienced pastoral leaders provide daily advice, support and guidance to pupils and all pupils should feel able to approach staff members.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- The Citizenship Curriculum
- Sexual Health Initiatives
- School Nurse checks

### Whistleblowing Policy

The School's whistleblowing policy is there to ensure that members of staff are confident that they can raise any matter with the School that concerns them in the knowledge that it will be taken seriously, treated as confidential and that no action will be taken against them. Staff are encouraged to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected. The policy provides staff with guidance as to how to raise those concerns and seeks to reassure staff that they should raise genuine concerns in good faith without fear of reprisals, even if they turn out to be mistaken. Staff can also go directly to the local authority if they wish to report a concern.

## **7. Confidentiality and Sharing Information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved, but also because the release of information into the public domain might compromise evidence.

Staff should only discuss concerns with the Headmistress, the DSL/s, Chair of Governors or external safeguarding body. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The School will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under Section 467 of the *Children Act 1989* in accordance with the requirements of *Working Together to Safeguard Children (2019)*.

Where allegations have been made against staff, the school will consult with the LADO and, where appropriate, the police and children's social care, to agree what information should be disclosed and to whom.

## **8. Child Protection Training**

The school will ensure that all staff understand the Safeguarding and Child Protection policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training will be provided to enable staff to identify signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments that give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example, in the child's home.
- Inappropriate behaviour displayed by other members of staff, or any other person working

with children. For example, inappropriate sexual comments, excessive one-to-one attention or inappropriate sharing of images.

In addition, the School is mindful of the context of the school community and staff are additionally trained in factors such as mental health, internet safety and cyberbullying.

The DSLs will keep records of all staff's child protection training and will issue reminders when training updates are required as well as Part 1 of KCSIE. The New Staff Induction and NQT Programmes for new staff include a section on Safeguarding in September of each academic year as well as the Staff Code which includes acceptable use of technologies, staff pupil relationships and communication, including social media and Whistle Blowing procedures. These include issuing of the Safeguarding and Child Protection Policy as well as Part 1 of KCSIE has been issued to all teaching staff.

The Headmistress and staff will be trained regularly (in liaison and with advice from the SP in terms of content and frequency) to understand the Safeguarding and Child Protection Policy and procedures, and to have up to date knowledge on safeguarding issues and statutory guidance. The last training for the Headmistress, all teaching and support staff (Updated Level 1 training including PREVENT) took place in Sept 2019. Governors also received training in June 2019. This was led by Graffham Consulting. The next scheduled LI training is booked for September 2022.

Aspects covered during the Level 1 training were: Definitions of Child Protection; Types of Abuse and Maltreatment; Every Child Matters Agenda; Child Development; Making Disclosures; Responding Appropriately; Staff Roles in the Protection of Children; Safeguarding Oneself and Other Adults; Working with other Agencies; Case Studies; Useful Links, Contacts and Materials. The course ended with a useful Question and Answer Session.

The DSLs will receive training every 2 years. The last training (Level 3) for the 2 DSLs and some of the Deputy DSL as required was in June 2021. This was led by Graffham Consulting.

Aspects covered during the Level 3 training were: Definitions of Child Protection; Types of Abuse and Protection; Every Child Matters Agenda; Role of the DSL and Obligations; Intro to Safer Recruitment; Fundamentals of Safeguarding Children; Multi Agency Working; When to Intervene; Intervention v Non intervention; Protocols and Strategies; PSHE; Successful Implementation; Further Training Opps; Useful Links, Contacts and Materials. The course ended with a useful Question and Answer Session.

All paid and unpaid members of staff (including temporary and volunteers), as well as school governors, undertake single-agency, basic awareness child protection training once every three years.

In addition, the designated members of staff will undertake multi-agency training every two years.

## **9. Implementation, Dissemination and Review Strategies**

The DSLs will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, including provision for Looked After Children.

This policy (and associated procedures) is approved by the Board of Governors and is reviewed annually by the governors, including effectiveness of procedures and implementation. Any deficiencies or weaknesses in arrangements are remedied without delay.

All members of staff read KCSIE Part 1 and Annex A and read and implement the Safeguarding and Child Protection Policy before the start of their employment.

All children, young people and their families are made aware of the policy. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Safeguarding awareness including safety is regularly addressed through the curriculum, PSHE, tutorials and assemblies. Safe practices to help children and young people adjust their behaviour in order to reduce risks are highlighted.

Copies of this policy and supporting materials are easily accessible on the staff intranet (Staff Handbook) and the Policy is accessible on the school website.

All staff are asked to read and sign that they have read the updated Safeguarding and Child Protection Policy and the KCSIE Part 1. The teaching staff are issued with the summarised WTTSC (2018) on an annual basis.

## **10. Key Contacts**

*JUNIOR SCHOOL: DINA HAMALIS (DSL)*

*SENIOR SCHOOL: GURVINDER BHAMRA-BURGESS (DSL)*

*CHAIR OF GOVERNORS: MRS CINDY LESLIE*

**All of the above can be contacted on [safeguarding@channing.co.uk](mailto:safeguarding@channing.co.uk)**

*Children's Social Care - HARINGEY*

*First Response Service: 020 8489 4592 / 5652 / 5762 / 2110*

*Haringey LADO 0208 489 1406*

*Haringey PREVENT Officer: [saferrcommunities@haringey.gov.uk](mailto:saferrcommunities@haringey.gov.uk)*

*Haringey Safer Schools Link Email: [andy.woodyatt@met.pnn.police.uk](mailto:andy.woodyatt@met.pnn.police.uk)*

*Children's Social Care – CAMDEN*

*First Response Service: 020 7974 6600(N) /0207974 4094 (S)*

*Camden LADO 02079746999*

*Camden PREVENT Officer: 0207 974 1475*

*Camden Safer Schools Link Email: [paul.a.brown@met.pnn.police.uk](mailto:paul.a.brown@met.pnn.police.uk)*

*Children's Social Care – BARNET*  
*First Response Service: 020 8359 4066*

*Children's Social Care – ISLINGTON*  
*First Response Service: 020 7527 7400*

*Children's Social Care – WESTMINSTER*  
*First Response Service: 020 7641 4000*

*Disclosure and Barring Service*  
*PO Box 181*  
*Darlington*  
*DL1 9FA*  
*01325 953795*

*National College for Teaching and Leadership*  
*0345 609 0009*

*National Society for the Protection of Children*  
*0808 800 5000*

*The Safe Network*  
*0845 608 5404*  
*enquiries@safenetwork.org.uk*

*Government Advice on Extremism -*  
*Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)*

*Telephone Helpline: 0207 340 7264*

*NSPCC Genital Mutilation Helpline –*  
*Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)*  
*Telephone Helpline: 0800 028 3550*

*Metropolitan Police Non Emergency Advice: 101*

## **II. Key Information**

*Keeping Children Safe in Education (2021)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014057/KCSIE\\_2021\\_September.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf)

*Working Together to Safeguard Children (2018):*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

*The Prevent Duty*

<https://www.gov.uk/government/publications/prevent-duty-guidance>

*Sexual Harrassment and Sexual Abuse in Schools 2018*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

*Child Sexual Exploitation (CSE):*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

*Female Genital mutilation (FGM):*

<https://www.gov.uk/government/collections/female-genital-mutilation>

*Bullying (including Cyber Bullying):*

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

*Domestic violence:*

[Domestic abuse: how to get help](#)

*Drugs:*

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

*Fabricated or induced illness:*

[Schools, colleges and children's services : Safeguarding children - detailed information](#)

*Faith Abuse:*

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

*Forced Marriage:*

<https://www.gov.uk/forced-marriage> <https://www.gov.uk/forced-marriage>

*Gangs and youth violence:*

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

*Violence against women and girls (VAWG):*

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

*Mental Health:*

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

*Fostered and Looked After Children:*

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

*Radicalisation:*

<https://www.gov.uk/government/publications/channel-guidance>

*Sexting (consensual and non-consensual taking and sharing of nude images):*

<http://ceop.police.uk> <http://ceop.police.uk>

*Teenage Relationship Abuse:*

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

*Trafficking:*

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

*National Police Chief's Council guidance:*

[2491596 C&YP schools guides.indd](#)

*Mental health and behaviour in schools:*

[Mental health and behaviour in schools](#)

The following documents are available in the Staff Handbook on the intranet and should be read in conjunction with:

- Anti-Bullying and Intolerance Policy
- Behaviour, Misbehaviour and Exclusions Policy
- Complaints Policy
- Staff Code
- Drugs Education and Prevention Policy
- Pupil Not Collected From School Policy
- First Aid Policy
- Discipline and Grievance Policy
- Recruitment, Selection, Disclosure Policy and Procedure
- Whistleblowing Policy

(Sept 2021)