



## Safeguarding and Child Protection Policy

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INDEPENDENT DAY SCHOOL  
FOR GIRLS AGED 4 – 18  
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Head: Miss Dina Hamalis



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#### Designated Safeguarding Leads (including Digital Safety):

- Freddie Meier (Deputy Head - Senior School)
- Dina Hamalis (Head of the Junior School including the EYFS)

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#### Deputy Designated Safeguarding Leads (including Digital Safety):

- Senior School
    - Gurrinder Bharna- Burgess (Assistant Head Co Curricular)
    - Leisha Zarnado (Head of Y11)
    - Jo Tomback, (Head of Y7, Senior School)
  - Junior School
    - Lucy Broughton - Williams (Deputy Head) *maternity leave*
    - Dulcie Wright (Acting Deputy/Head of KS2)
    - Gina Eliad (Head of EY&KSI), *when goes on maternity leave* Charlotte Sillitoe (Acting Head of EY&KSI)
- 

#### Designated Governors for Safeguarding and Child Protection:

- Julia Burns and Dominic Oliver

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#### Safeguarding Committee:

- Freddie Meier (Deputy Head - Senior School)
  - Dina Hamalis (Head - Junior School including the EYFS)
  - Lucy Broughton - Williams (Deputy Head, Junior School including the EYFS) *maternity leave*
  - Dulcie Wright (Acting Deputy Head/Head of KS2, Junior School)
  - Gina Eliad (Head of EY & KSI, Junior School)
  - Gurrinder Bharna- Burgess (Assistant Head Co Curricular, Senior School)
  - Dan Grossman (Assistant Head: Director of Digital Learning and Technology)
  - Leisha Zarnado (Head of Y11, Senior School)
  - Jo Tomback (Head of Y7, Senior School)
  - Tas Franklin (School Nurse)
  - Sukriti Bhatnagar (Welfare Assistant, Junior School)
  - Abisola Adebayo (Counsellor, Senior School)
  - Elena Miller (Counsellor, Junior School)
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## 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 (including supply staff and volunteers), children and young



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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 updated at least annually and as required with new guidance and with safeguarding issues as they emerge and evolve including lessons learned.

The Policy has been written 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 (2021, KCSIE)
- 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, WTSC)
- Relationships Education, Relationships and Sex Education and Health Education (RSHE) guidance (2019)
- 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
- Searching, screening and confiscation (2018)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)

The 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 understand that



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emotional and social aspects of learning create a foundation for all academic learning. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

Through our comprehensive Personal Social Health Economics Education (PSHE) and Relationships and Sex (RSE) Education Curriculums, we educate our pupils, encouraging them to speak up and speak out if they have questions or they or their peers are experiencing something that they need support with. See PSHE and RSE Policies.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected. 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 Counsellors, 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 (FBV) are actively promoted and The Prevent Duty is adhered to.
- All paid and unpaid staff (volunteers) are subject to rigorous recruitment procedures.
- All paid and unpaid staff (volunteers) 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 Counsellors, Welfare Assistant, Nurses). The DSLs also work closely with teachers who teach vulnerable



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- children and children in need to ensure pleasing educational outcomes.
- The Headmistress and all staff, including temporary/supply staff, volunteers and helpers are trained in excellent quality Child Protection awareness annually (in line with advice from the SP regarding schedule, focus and level of training).
- Regular Safeguarding updates and training is given in Staff Meetings/Briefings and/or during INSET Days.
- All staff, including new staff, Early Careers Teachers (ECTs), temporary/supply staff, volunteers and helpers are provided with training that includes Child Protection. The Staff Code of Conduct, Behaviour Policy, the identities of the DSLs and a copy of *Keeping Children Safe in Education* (2021) and the Prevent Duty are provided and can be accessed online by staff.
- 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 Safeguarding and 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 Female Genital Mutilation (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 and RSE programmes of study, Form time, curriculum subjects and in assemblies.

### 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. All staff are aware that pupils' mental health problems can be a sign or indicator of abuse and consequently keep a close eye on pupils displaying these issues. 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



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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.

### **Types and Signs of 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.

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.

Sometimes, no obvious signs of abuse are visible or apparent. To ensure that all of our pupils receive equal protection, we will give special consideration and attention to the list of pupils with special safeguarding issues as listed in Annex B of KCSIE (2020):

- Child abduction and community safety incidents
- Children and the court system
- Children missing education (CME)
- Children with family members in prison
- Child criminal exploitation (CCE) and child sexual exploitation (CSE) are forms of abuse
- County lines and/or gangs
- Modern slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse (DA)
- Homelessness
- So-called 'honour-based' abuse, including FGM and forced marriage
- Female genital mutilation (FGM)
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Additional support
- Peer-on-peer / child-on-child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence and sexual harassment between children in

schools and colleges.

### *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).



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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)

### *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 website: [www.gov.uk](http://www.gov.uk).

*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>

### *Children Missing in Education (CME)*

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 (HBV) including Female Genital Mutilation (FGM) 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 travelling distance.
- they have been certified by the School Nurse as unlikely to be in a fit state of health to



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attend school before ceasing to be of compulsory school age and neither she nor 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 and/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 academic performance or effort;
- 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 (FBV). Schools need to assess the risk of children being drawn into terrorism including the support for extremist ideas. The School’s Personal Social Health & Economic Education (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 as a School we must be conscious of the increased risk of online radicalisation. Staff



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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;
- 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)

### *Peer-on-peer Abuse*



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We have a zero-tolerance approach to abuse, and it should never be passed off as ‘just banter’ or ‘just having a laugh’ or ‘part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that it is more likely that girls will be victims and boys perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously.

There are different forms peer-on-peer abuse can take, such as:

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (to be responded to in accordance with the detailed guidance in Part 5 of KCSIE)
- consensual and non-consensual sharing of nude and semi-nude images and /or videos (also known as sexting or youth-produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (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)
- initiation/hazing type violence and rituals

We are vigilant and listen to pupils’ concerns in order to identify and respond to peer-on-peer abuse, whether inside or outside school or online. Staff and pupils should report any concerns to the DSL. All staff know the importance of challenging abusive behaviours between peers and as appropriate to the pupils’ ages put procedures in place to minimise the risk of peer-on-peer abuse. Pupils know who to report their concerns to and know that their concerns will be treated seriously.

Peer-on-peer abuse is recorded by the DSL in the Behaviour, Sexual Harassment and Bullying logs so that trends can be identified and monitored. The DSLs investigate all concerns and deal with them as appropriate following the School’s Behaviour and Sanctions Policy. Victims, perpetrators and any other children affected are supported by the Pastoral Teams in the Junior/Senior School as appropriate: Form Teachers/Tutors, School Nurse, School Counsellor, Deputy Head.

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) is a form of peer-on-peer abuse. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive. Staff should pass on any concerns around this immediately to a DSL. A one page summary on handling these issues for all staff can be found [here](#). The key consideration is for staff not to view or forward illegal images of a child.

Where a report includes an online element, the DSL will refer to [searching screening and confiscation advice \(for schools\)](#) and the [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). The [UKCCIS guidance](#) is non-statutory, but should be read alongside KCSIE and it should be followed unless there's a good reason not to do so. Any incident would be followed up by a DSL who would be expected to follow the full guidance. The linked advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

This section provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared. All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or deputies and managed in line with the School's child protection policies.

What do we mean by sharing nudes and semi-nudes? In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention:

- Report it to your Designated Safeguarding Lead (DSL) or deputy immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal. [In exceptional circumstances, it may be necessary for the DSL (or deputy) only to view the image in order to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or deputy)].
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or deputy) and seek support.
- Do not delete the imagery or ask the young person to delete it. Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or deputy).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or deputy).
- 

We recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

## Mental Health

There are robust pastoral procedures in place in order to identify and support pupils with mental health issues. The Form Teachers in the Junior School flag up pupils with possible mental health issues to the DSL or Deputy DSL as they are aware that this is a safeguarding concern. In the Junior School, appropriate and required information is shared in weekly Staff Meetings to ensure staff know how to best support pupils. Parents are contacted and strategies are put in place to support these pupils. If it is felt that further professional support is needed, the pupil is referred to our School Counsellor. Staff are aware of the referral system and proactively use it.

In the Senior School, this is the protocol for requesting support from the School Counsellor:

- Y7 - 8 pupils - referrals are made by the Heads of Year.
- Self-referral for Y9 - 11 pupils and Sixth Formers.
- Directly in a drop-in session – pupils will be advised that their Head of Year and the Deputy Head will be informed of their request.

## Special Educational Needs and Responsibilities (SEND)

We are aware and mindful of the fact that there may be additional barriers when recognising abuse and neglect in our pupils with SEND. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges. We support pupils with SEND by taking all of these factors into account and acting in the best interests of the pupil. The DSLs liaise closely with the whole school SENCO and Learning Support Teachers in the Junior School and Senior School.

## Roles and Responsibilities

### *The Designated Safeguarding Lead*

The Designated Safeguarding Lead (DSL) takes the lead responsibility for Safeguarding and Child Protection including Digital Safety (in liaison with Dan Grossman [Assistant Head: Director of Digital Learning and Technology]), 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.

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:

- *Freddie Meier (Acting Deputy Head - Senior School)*
- *Dina Hamalis (Head - Junior School including EYFS)*

The *DSLs' responsibilities are to:*

- Monitor and support pupils that have been observed to have child protection and safeguarding concerns including those relating to digital safety, as well as support the pupils' families as appropriate.



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- 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 Headmistress or if it is about the Headmistress).
- 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 and as required following updates 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 Safeguarding and 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 safeguarding and 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. There are Deputy DSLs in both the Junior and Senior School, as well as other members of staff that have had Level 3 training.
- Ensure that accurate, secure records of concerns and referrals are kept in the Safeguarding/Child Protection/KCSIE files.
- Ensure that a child's Safeguarding/Child Protection/KCSIE 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 staff working in EYFS - and as part of new staff induction - receive appropriate Safeguarding and Child Protection 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 Counsellors).
- Ensure that they (DSLs) are working closely with children who are vulnerable/with a social worker to ensure pleasing educational outcomes.
- Maintain links with the Safeguarding Partnership.
- Co-chair the Safeguarding Committee.

#### Deputy Designated Safeguarding Leads (including Digital Safety):



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- Leisha Zarnado (Head of Y11, Senior School)
- Jo Tomback (Head of Y7, Senior School)
- Lucy Broughton - Williams (Deputy Head, Junior School including the EYFS) *maternity leave*
- Dulcie Wright (Acting Deputy/Head of KS2, Junior School)
- Gina Eliad (Head of EY&KS1, Junior School)

Other staff with Level 3 certified training include: Tas Franklin & Abi Levinson (School Nurses), Sukriti Bhatnagar (Welfare Assistant JS), Abisola Adebayo (Senior School Counsellor), Roy Hill (Bursar), Rachel McGinney (Director of Studies JS), Lindsey Hughes (Headmistress).

### Safeguarding Committee

The Safeguarding Committee meets every half term to share good practice, look at trends and to support each other.

### 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.

### 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 whistleblowing 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 (CME).

### The Governing Body

It is the Governing Body's overall responsibility to ensure compliance with Safeguarding and Child Protection statutory requirements and ensure that:



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- There is an effective and statutorily compliant Safeguarding and Child Protection policy (and procedures) in place, together with a Staff Code of Conduct and that these are provided to all staff on induction.
- DSLs have the appropriate authority, time, funding, training, resources and support to fulfil the role and responsibilities.
- The school contributes to interagency working in line with the statutory guidance (*Working Together to Safeguard Children* (2018) including Annex B.
- 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.

### Safeguarding & Child Protection Procedures

If a member of staff is concerned that a pupil may be suffering harm or is at risk of harm, is being abused, exploited or neglected 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.

Staff should pass on their 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 them to decide alone how to respond to concerns. However, it is always their responsibility to share concerns, no matter how small, and to listen. Even if you think that their concern is minor, the DSL may have more information that, together, 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 staff 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). Staff must reassure victims that they are being taken seriously and that they will be supported and kept safe; they must not feel that they are creating a problem by reporting abuse, sexual violence or sexual harassment and ever made to feel ashamed of it.

Advice for staff/Steps to follow

1. *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:*



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- 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.

2. *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 Miss X so that she can help us think about how to keep you safe.'

3. *Inform the DSL immediately.*

If the DSL is unavailable, inform the Deputy DSL, member of SMT/SLT or a Level 3 trained colleague. If there is no other member of staff available, you must make the referral yourself.

4. *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 (At the end of this policy there are contact 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.

5. *The DSL may take advice from the First Response Service at the Local Authority (See Key Contacts at the end of this policy)*

6. *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.

7. *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 should be informed from the outset.

8. *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, supply staff, visitors, contractors 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. See Low Level Concern Policy.

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 staff, visitors and contractors.

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



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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/Safeguarding Governor. 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/Safeguarding Governor without telling the Headmistress first. If an allegation is made against the Headmistress or a member of the Governing Body, the Chair of Governors/Safeguarding Governor should liaise directly with the Local Authority. If there is an allegation against the Chair of Governors, the Local Authority should be contacted directly. When there is a conflict of interest in reporting the matter to the Headmistress, it should be reported directly to the LADO (Local Authority Designated Officer).

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

When an allegation relates to a member of supply staff provided by an agency, the agency should be informed immediately and be fully involved.

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 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 at the end of this policy).
- 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



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- 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/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.

Please refer to our Low Level Concern Policy for low level concerns that do not meet the harms test as they are addressed using a different procedure. The Low-Level Concerns Policy helps to create and embed a culture of openness, trust and transparency in which our School's values and expected behaviour which are set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff. It enables all staff to share any concerns about their own or another member of staff's behaviour.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with the School's Staff Code of Conduct, including inappropriate conduct outside of work; and



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- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO) – but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.
- The onus is on staff to report any low-level concerns and *not* to assess whether it meets the threshold of an allegation.

Low-level concerns should be shared with the Designated Safeguarding Lead (DSL) in either the Junior or Senior School who will ensure they inform the Headmistress immediately. If any low-level concern relates to the behaviour of the Headmistress, it should be referred to the Chair of Governors. If there is a conflict of interest in sharing a low-level concern with the Headmistress, the low-level concern should be shared with the Chair of Governors, unless there is conflict of interest in doing so, in which case it should be reported directly to the LADO.

Staff can also self-report and should be encouraged to do so if, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the School's Staff Code of Conduct.

The concern can be shared verbally with the DSL in either the Junior or Senior School in the first instance or a written summary of it can be provided to them and with the option of submitting a Low-Level Concerns Form in Annex C.

Please note that low-level concerns will be treated in confidence as far as possible, but the School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

### **Allegations Against Pupils including 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.

### *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



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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 of 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](#)

## **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.
- 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 we still 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 we follow advice on the GOV.UK website: [Checking a job applicant's right to work - GOV.UK](#)
- 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 is 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 must ensure that appropriate checks are



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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 the 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.*

New members of staff are asked to read and understand the Code of Conduct in the Staff Handbook.

## **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 of Conduct, Anti Bullying Policy, Behaviour and Sanctions Policy, Equal Opportunities Policy, First Aid Policy, 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). See Intimate Care Policy.
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding inappropriate sexualised or derogatory language.



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- Being aware that inappropriate behaviour towards children is unacceptable and that conduct towards all children must always be beyond reproach.

### Staff Code Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional Staff Code of Conduct. 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.haringeyslscb.org/allegations-against-staff>
- Recruitment, Selection and Disclosure Policy
- Disability & Equality Scheme Accessibility Policy
- Staff Code of Conduct

### 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 DSL who will inform that Headmistress immediately. They in turn, will contact the Local Authority Designated Officer (LADO).

### Visitors

No visitors, including contractors, 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



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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 in on arrival and departure.

All visitors must sign in 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 safeguarding and 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**

The School will 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*.

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 parent or carer is not present to collect a pupil at the end of the school day we must follow the Pupil Not Collected from School Policy.

### **Junior School**

#### *All children*

- At collection time, check with the School Office whether a parent has made contact. If not,



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the pupil can go to Mini Owls (supervised care).

#### *EY/KSI children*

- At 3.30pm (20 minutes after dismissal for Early Years, 10 minutes after dismissal for KSI) the School Office will try the emergency contacts and ask them to collect the pupil at 3.50pm (the end of Mini Owls) or sign them up for Late Owls (wrap around care provision). This will be 3.20pm on a Friday.
- The pupil may be taken home by another child's parent/carer but the school will need agreement from the parent/carer.

#### *KS2 children*

- If a child has still not been collected at 3.50pm (15 minutes after dismissal for Years 3 & 4, 10 minutes after dismissal for Years 5 & 6) the office will try the emergency contacts and ask them to collect the pupil or sign them up for Late Owls. This will be at 3.30pm on a Friday.
- The pupil may be taken home by another child's parent/carer but the school will need agreement from the parent/carer.

#### *+ 30 minutes (after the above times)*

- Check with the pupil, where age appropriate, if they have any additional contacts with whom they could go.
- The school will try to identify an alternative arrangement for a pupil in line with the parents/carers recorded wishes. Older brothers and sisters can be acceptable carers depending on their competence. An older pupil who expects to be collected on a particular day but often goes home independently can, after reasonable enquiries (is there anyone at home, phone call to alternative adult), be permitted to make their way home.
- A message should be sent via email and/or on the contact numbers setting out the school's actions.

#### *+ 45 minutes (after the above times)*

- Should the responsible adult arrive during this period, a member of SMT should seek an explanation for the delay. Depending on the explanation, a referral to social care should be discussed with them. Children should not be released to persons who are not competent because of alcohol or drugs. An immediate referral to the Police and Children's Social Care is indicated.
- If, after 45 minutes, it has not been possible to contact parents/carers or emergency contacts then the local Police could be informed of the situation. The Head of the Junior School/Designated Safeguarding Lead or Deputy Head/Deputy Designated Safeguarding Lead could also contact the Referral Team of the local Social Services Office to inform them of a possible problem.
- Inform the Police and Children's Social Care Team that you have an abandoned child at your School. Names, addresses and contacts will be shared with the Children's Social Care Team and the police will pass any useful information back to assist the School to locate



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parents/carers.

- The Children's Social Care Team, in liaison with School staff, will try to identify a placement with a person known to the child. If no placement can be identified, then the Social Worker and School staff member will place the child in a foster placement as they have been technically abandoned. Notice of actions will then be left at the family home by the Social Worker/school staff member. Police and Emergency Duty Team to be advised of the outcome.

*+ 24 hours*

- A record of actions should be made by all agencies. The School recording should be passed to the Designated Safeguarding Lead and social care staff will seek to see the parents.

### **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 School iPad cameras during the school day.

Some pupils in Y5 and Y6 in the Junior School 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. See Photography Policy.

### **Digital Safety**

Our pupils use mobile devices and computers. In order for them to keep themselves safe online and when accessing activities at School and for homework, they 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. Cyberbullying is treated as seriously as any other type of bullying. The School also runs workshops and hosts talks regarding Digital Safety for parents.

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



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We are mindful that many pupils have unlimited or unrestricted access to the internet via mobile phone networks (3G, 4G and 5G) which some may abuse to harass their peers, share indecent images consensually and non-consensually and view and share pornography and other harmful content.

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/digital 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 E-safety 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 Digital 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



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acceptable (See 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 Safeguarding and Child Protection procedures. If there is a concern that a child is at risk of serious harm, the School's Safeguarding and 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 Counsellors, School Nurses or external agencies such as Open Door, Child & Adolescent Health Services (CAMHS) or Focus on Families (in liaison with the DSLs). 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.



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## Confidentiality and Sharing Information

All staff will understand that Safeguarding and 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 DSLs, Headmistress 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.

## Safeguarding and Child Protection Training & Induction

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 at least annually in line with the Local Safeguarding Children's Partnership (LSCP) advice to include Prevent, mental health, digital safety and cyberbullying. Part I of KCSIE must be read and understood by all staff. Additionally, Annex B is read and understood to all Senior Leaders and staff that work directly with children and young people. See [Keeping children safe in education \(2021\)](#). Staff are also briefed when there are updates during the school year and/or if the School has reviewed its practice.

This is 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.

The DSLs keep records of all staff's Child Protection training and issue reminders when training updates are required. The New Staff Induction and Early Careers Teachers (ECT) Programmes for new staff include a section on Safeguarding, as well as the Staff Code of Conduct which includes acceptable use of technologies, staff pupil relationships and communication, including social media and Whistleblowing procedures. These include issuing of the Safeguarding and Child Protection Policy as well as Part I of KCSIE has been issued to all teaching staff.



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Aspects covered during the Level 1 training: 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 receive updated Level 3 training every 2 years. The last training (Level 3) for the 2 DSLs and some of the Deputy DSLs 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.

### *Induction for New Staff*

As part of the School's Induction programme, all staff are required to read and understand the School's Safeguarding and Child Protection Policy and KCSIE Part 1, and also KCSIE Annex B for leaders and those who will be working directly with children. Their training will include both policy and procedures, digital safety, the role and identity of the DSLs and Deputy DSLs, the policy and procedure for the Behaviour Policy for pupils (including measures to prevent bullying including cyberbullying, prejudice-based and discriminatory bullying), safeguarding response to children who go missing from education (CME) and the Staff Code of Conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships, the Low Level Concerns Policy and communication including use of social media.

## **Internal Procedures & Practice & Reporting to Governors**

The two DSLs in the Junior and Senior School have scheduled weekly meetings to discuss cases, reflect on practice, etc. They both update the Headmistress on any developments in cases involving the Police or Social Services on an ad hoc basis, in addition to the usual updates in their scheduled weekly meetings with the Headmistress.

In both the Junior and Senior School, the DSLs have weekly Safeguarding Meetings with the Deputy DSLs to discuss Child Protection, Child in Need and Early Help cases plus pupils/students about whom we have concerns/are monitoring.

Additionally, every half term, the DSLs co-chair whole school Safeguarding Committee Meetings focussing on current cases and to reflect on practice.

The DSLs have scheduled termly meetings with the Safeguarding Governors, in advance of the termly Board meetings, to discuss their draft report to Governors and to update on training, policy and practice in school. The DSLs submit a termly detailed and anonymised written Safeguarding report for full board Governors' meetings. They both attend the termly full Board meeting to speak about this and to other matters in their remits.



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The DSLs contact the Safeguarding Governors to report actions taken when the Police have to be called

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

The DSLs will ensure that this policy is reviewed at least 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 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/ Form Times 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.

### Key Contacts

- **JUNIOR SCHOOL:** DINA HAMALIS (DSL)
- **SENIOR SCHOOL:** FREDDIE MEIER (DSL)
- **CHAIR OF GOVERNORS:** MRS CINDY LESLIE
- **GOVERNORS WITH RESPONSIBILITY FOR SAFEGUARDING:** MRS JULIA BURNS, MR OLIVER DOMINIC

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

### **Children's Social Care - HARINGEY**

- Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm  
Tel: 020 8489 4470
- Out of office hours, including weekends the Emergency Duty Team  
Tel: 020 8489 0000
- Child Safeguarding - Simone Park 020 8489 4533
- First Response Service: 020 8489 4592 / 5652 / 5762 / 4582
- Haringey LADO 0208 489 2968
- Haringey's Designated Officers are:
  - Shauna McAllister (LADO Service Manager)
  - John Srivastava (LADO)
  - [lado@haringey.gov.uk](mailto:lado@haringey.gov.uk) / [Sarah.Roberts@haringey.gov.uk](mailto:Sarah.Roberts@haringey.gov.uk)
- Haringey PREVENT Officer: [prevent@haringey.gov.uk](mailto:prevent@haringey.gov.uk)



INDEPENDENT DAY SCHOOL  
FOR GIRLS AGED 4 – 18  
[www.channing.co.uk](http://www.channing.co.uk)  
REGISTERED CHARITY NO. 312766

Channing  
The Bank, Highgate, London N6 5HF  
T: 020 8340 2328 [info@channing.co.uk](mailto:info@channing.co.uk)  
Headmistress: Mrs Lindsey Hughes

Channing Junior School  
1 Highgate High Street, London N6 5JR  
T: 020 8342 9862 [jsoffice@channing.co.uk](mailto:jsoffice@channing.co.uk)  
Head: Miss Dina Hamalis



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

### **Children's Social Care – CAMDEN**

Children and Families Contact Service

- Phone: 020 7974 3317
- Email: [LBCMASHadmin@camden.gov.uk](mailto:LBCMASHadmin@camden.gov.uk)
- Out of office hours (after 5pm, weekends and bank holidays): 020 7974 4444
- Camden Prevent [prevent@camden.gov.uk](mailto:prevent@camden.gov.uk) 020 7974 2010

### **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
- Emergency Duty Team on 020 7641 2388

### **Disclosure and Barring Service (DBS)**

- [customerservices@dbs.gov.uk](mailto:customerservices@dbs.gov.uk)
- DBS helpline: 03000 200 190
- Barring address:  
DBS  
PO Box 3963  
Royal Wootton Bassett  
SN4 4HF
- Disclosure address:  
DBS customer services  
PO Box 3961  
Royal Wootton Bassett  
SN4 4HF

### **Teaching Regulation Agency (TRA)**

- Email: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)
- Telephone: 020 7593 5393

### **National Society for the Protection of Children**

- 0808 800 5000

### **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



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## Metropolitan Police Non Emergency Advice: 101

### Key Information

- [KCSIE 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [Prevent duty guidance - GOV.UK](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Child sexual exploitation](#)
- [Female genital mutilation - GOV.UK](#)
- [Preventing and tackling bullying](#)
- [Domestic abuse: how to get help](#)
- [Drugs: advice for schools - GOV.UK](#)
- [Fabricated or induced illness](#)
- [Faith abuse](#)
- [Forced Marriage](#)
- [Gangs and youth violence](#)
- [Violence against women and girls \(VAWG\)](#)
- [Mental Health Strategy](#)
- [Children Act 1989: private fostering - GOV.UK](#)
- [Radicalisation - Channel & Prevent Guidance](#)
- [CEOP Sexting \(consensual and non-conceptual taking and sharing of nude images\)](#)
- [Teenage Relationship Abuse 'This is abuse' campaign - GOV.UK](#)
- [Trafficking Guidance](#)
- [National Police Chief's Council guidance](#)
- [Mental health and behaviour in schools](#)
- [Searching, screening and confiscation](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [UK Council for Internet Safety](#)

The following corresponding documents are available in the Staff Handbook on the intranet:

- Low Level Concerns Policy
- Dangerous and Illegal Substances Policy
- Personal Social Health & Economic Education (PSHE) Policy
- Relationships and Sex Education (RSE) Policy
- Anti-Bullying Policy
- Behaviour, Misbehaviour and Exclusions Policy
- Complaints Policy
- Staff Code of Conduct
- 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
- Acceptable Use of IT Policy
- Online Safety Policy



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- Intimate Care Policy
- Disability & Equality Scheme Accessibility Policy
- Educational Visits Policy
- See Missing Child Policy
- Photography Policy
- The Channing Promise

(March 2022)



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