Key Contacts in the Academy

Designated Safeguarding Lead (DSL): Jade Downey, Vice Principal
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Deputy Designated Safeguarding Lead (DDSL): Lucy Helan, Assistant Vice Principal
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Child Protection Co-ordinator and Designated Member of Staff for Looked After
Children: Tracy Adams
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Nominated Governor for Safeguarding: Joye Manyan

The policy was approved by the Governing Body on October 11, 2018. It is reviewed annually.

Section 13 was updated on November 1 2018 to reflect the fact that the school now logs concerns on a computerised record system – MyConcern.

The policy is published on the Academy’s website www.greigcityacademy.co.uk and is available on request to the Principal’s PA, V. Oxley, in the following formats: e-mail, enlarged print version, others by arrangement.
1. Introduction

1.1 Greig City Academy takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989).

1.2 Section 175 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.

1.3 There are four main elements to our safeguarding and child protection policy:

   i. **Prevention** through the creation of a positive school atmosphere, the teaching and pastoral support given to students, and a focus on early help for those considered to be most at risk.

   ii. **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

   iii. **Support** for students who may have been abused.

   iv. **Enhanced safeguarding checks** on all staff and volunteers.

1.4 This policy applies to all students, staff, governors, volunteers and visitors to Greig City Academy.

1.5 The Academy recognises it is an agent of referral and not of investigation.

1.6 This policy should be considered alongside other related policies in school:

   - Anti-bullying Procedures
   - Behaviour Policy
   - e-Safety Policy
   - SEND Policy
   - Sex and Relationships Education Policy
   - Health and Safety Policy
   - Whistleblowing Policy
   - Staff Code of Conduct
   - Data Protection Policy

2. Commitments

2.1 We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse.

2.2 The Academy will:

   i. Establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to.

   ii. Always work in the best interests of the child.

   iii. Ensure that students know there are adults within the school they can approach if they are worried or in difficulty.

   iv. Include, in the Personal Development curriculum, activities and opportunities which equip students with the skills, self-respect and
confidence they need to stay safe from abuse and an understanding of the potential dangers of use of social media and chat rooms.

v. Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

vi. Ensure that every effort is made to establish effective working relationships with parents and with colleagues from partner agencies.

3. **Roles and Responsibilities**

3.1 Safeguarding incidents can happen anywhere. All staff have a responsibility to protect children and young people. They are made aware through induction, training and regular updates of the need to be alert to the signs and symptoms of abuse and the way they must address concerns.

3.2 All staff are informed that they:

- must report concerns directly to local authorities’ children’s social care, police or emergency services if a child is at immediate risk;
- have a responsibility to report concerns directly to local authorities’ children’s social care, Ofsted or the NSPCC if they feel safeguarding concerns are not being addressed properly in the school;
- should also use the school’s whistleblowing procedures if they feel safeguarding concerns are not being addressed properly in the school and/or believe someone’s health and safety to be in danger – including sexual, racial, physical or other abuse of students or colleagues.

3.3 Key people within the school and the local authority have specific responsibilities under child protection procedures.

3.4 The development of appropriate procedures and the monitoring of good practice are the responsibility of the Haringey Local Safeguarding Children Board. The Haringey Safeguarding Team is available to offer advice, support and training to the school’s Designated Safeguarding Lead (DSL).

3.5 The school’s DSL is responsible for ensuring that all child protection procedures are followed within the school, and for ensuring appropriate and timely referrals are made to the Haringey Multi-Agency Safeguarding Hub (MASH) , or to the local authority in which the child concerned lives if that is not Haringey, in accordance with school procedures. If, for any reason, the DSL is unavailable, the Deputy DSLs will act in his/her absence. The names of these members of staff are provided on the cover sheet of this policy.

3.6 If, for any reason, both leads are unavailable, the Principal or, in his absence, the most senior member of staff on site will act in their absence.

3.7 The DSL has lead responsibility for:

i. ensuring all staff employed within the school, including temporary staff and volunteers, are aware of the school’s internal procedures

ii. ensuring referral of cases of suspected abuse to the local authority MASH and other relevant agencies as required
iii. supporting staff who make referrals
iv. organising staff training
v. referring cases to the Channel programme where there is a radicalisation concern as required, and supporting staff who make referrals to the Channel programme
vi. referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
vii. referring cases where a crime may have been committed to the Police as required
viii. liaising with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 (a child suffering or likely to suffer significant harm) and police investigations
ix. as required, liaising with the case manager and the designated officer(s) at the local authority for child protection concerns
x. liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
xi. acting as a source of support, advice and expertise for staff

3.8 The Child Protection Co-ordinator/Designated Member of Staff for Looked After Children is responsible for:

i. referring cases of suspected abuse to the local authority MASH and other relevant agencies; and immediately providing the DSL with details of the referral
ii. attending regular meetings with relevant external agencies both at school and off-site
iii. acting as a secondary initial point of contact for all external child protection related enquiries
iv. providing guidance to staff on procedures for supporting the needs of looked after children
v. liaising with Haringey’s Virtual School Head for looked after children (see contact information, page 23)

3.9 The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the school’s recruitment and vetting process, enhanced Disclosure and Barring Service checks and local intelligence checks will be sought on all staff, governors and volunteers working in the school.

3.10 The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that the Haringey Local Safeguarding Children Board guidelines are complied with and to support the school in this aspect.

3.11 The DSL and the Principal will provide a termly report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; updates on the number of child protection referrals made to local authorities and the number of students known to Children’s Social Care Services; and other relevant issues.

4. Types of abuse and neglect
4.1 Staff will be made aware that abuse, neglect and safeguarding issues are rarely
standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

4.2 **Abuse** is a form 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. The four main types of abuse are physical, emotional, sexual abuse and neglect.

4.2 **Physical abuse**: a form of abuse which 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.

4.3 **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ’making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.4 **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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see 4.8 and following).

4.5 **Neglect**: 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

4.6 See Sections 12-14 for procedures that must be followed if any of the above types of abuse are suspected/disclosed.

4.7 Staff will also be made aware of the potential for peer-on-peer abuse.

4.8 **Peer-on-peer abuse:** The Academy seeks to educate all pupils on healthy relationships through the curriculum, however we recognise that, despite this, we need to be alert to peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy but some allegations may be of such a serious nature that they may raise safeguarding concerns.

4.9 It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older student and refers to their behaviour towards a younger or a more vulnerable student;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school.

4.10 These allegations are most likely to include one or more of the following: physical abuse, emotional abuse, sexual abuse and sexual exploitation. Examples include:

**Physical Abuse**
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

**Emotional Abuse**
- Blackmail or extortion
- Threats and intimidation

**Sexual Abuse**
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

**Sexual Exploitation**
- Encouraging other children to engage in inappropriate sexual behaviour (for example: having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight) – for further information see Section 7 below.
- Photographing or videoing other children performing indecent acts

4.11 Staff will be made aware of the different gender issues that can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. However, the reverse cannot be discounted.
4.12 When an allegation is made by a student against another student (using any of the processes set out in the school’s anti-bullying procedures), staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the procedures set out in sections 12-14 must be followed. In addition, parents of both of the students being complained about and the alleged victim must be informed and kept updated on the progress of the referral.

4.13 It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

4.14 Where neither children’s social care services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school’s usual disciplinary procedures.

4.15 In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

5. Safeguarding and supporting students at risk

5.1 The Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk.

5.2 We expect staff to be particularly alert to the potential need for early help for a child who: is disabled; has special educational needs; is a young carer; is frequently missing from home; is misusing drugs or alcohol; as in a family circumstance which present challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; has returned home to their family from care.

5.3 This school will support students at risk of abuse or neglect through:

1. The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
2. The curriculum to encourage self-esteem, self-respect and self-motivation, including explicit teaching as to how students can recognise when they may be at risk, what they can do to help keep themselves safe, and how they can seek support.
3. Opportunities in Sex and Relationships Education classes for students to gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others.
4. The implementation of the school’s behaviour management policies, ensuring a consistent approach so that students know that they are valued but that certain types of behaviour are unacceptable.
5. Regular liaison with other professionals and agencies who support students and their families.
6. Referral to the school’s counselling team and/or learning mentors, where appropriate.
7. A commitment to develop productive, supportive relationships with parents, whenever it is in the child’s best interest to do so.
8. The development and support of responsive and knowledgeable staff, trained to respond appropriately in child protection situations.

And through training all staff to understand:

9. That, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.
10. That Looked After Children may have experienced neglect and/or abuse prior to coming into care and will need support to overcome the effects of their experience; also that a minority of Looked After Children are at continued risk of abuse or neglect once they have come into care.
11. Their duties in relation to Female Genital Mutilation (FGM) and other forms of 'Honour-based Violence' (Annex Section A).
12. How to identify signs that a student is at risk of, or suffering, sexual exploitation and what action to take if they have any concerns about an individual (Annex Section B).
13. How to identify students at risk of extremism and responding accordingly; updating relevant policies and procedures in line with statutory guidance on extremism; to encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Annex Section C).
14. That a child going missing from education is a potential indicator of abuse or neglect. (Annex Section D).
15. That children who are privately fostered may be at risk (Annex Section E).
16. The risks of children and young people becoming involved in county lines criminal activity (Annex Section F).

6. **Training of, and support for, staff**

6.1 All staff will undertake safeguarding and child protection awareness training as part of the induction process to equip them to carry out their responsibilities effectively.

6.2 The training will be kept up to date by formal refresher training at three yearly intervals or more frequently if required by changes to government guidance or policy or school requirements.

6.3 The school will ensure that the DSL and Deputy DSLs undertake training in inter-agency working and have formal refresher training every two years to keep knowledge and skills up to date.

6.4 In addition to formal safeguarding training, all staff members will receive annual updates on child protection and safeguarding. These updates may be delivered more frequently if legislation or government guidance changes.
6.5 Temporary staff and volunteers who work with children in the school will be made aware of the school’s arrangements for child protection and their responsibilities.

6.6 Support will be available for staff from the Principal in the first instance, and from members of the school’s leadership team, where there are concerns about the way child protection queries have been or are being handled.

6.7 All staff will have access, at any time, to advice and guidance from the DSL on the boundaries of appropriate behaviour and conduct. These matters also form part of staff induction.

6.8 All staff will be issued with copies of this policy and a copy of ‘Keeping children safe in education’ (Part 1 and Annex A). They must familiarise themselves with all the content and discuss anything of which they are unsure with the DSL.

7. Procedures

7.1 All action is taken in line with the following guidance and duties:

- Working Together to Safeguard Children (DfE, March, 2015, with update on sexual exploitation, February 2017)
- Haringey Local Authority protocols and procedures, including the Multi-agency Safeguarding Hub
- Keeping children safe in education (DfE, September 2018)
- The Counter-Terrorism and Security Act (July, 2015)
- Prevent Duty guidance (2015) in relation to the above act
- The Statutory Duty to report female genital mutilation (FGM) (October, 2015)
- Children (Private Arrangements for Fostering) Regulations, 2005
- DfE non-statutory guidance ‘Use of Reasonable Force’ (July 2013) and ‘Searching, Screening and Confiscation’ (February 2014). 2.7.
- The Data Protection Act (2018)

7.2 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. Procedures are displayed in all offices and the staff room. There may be other adults in the school who work unsupervised on rare occasions, more usually working alongside members of the school staff. However the Principal will ensure they are aware of the school’s policy and the identity of the DSL and Deputy DSLs.
7.3 All staff will be made aware of the early help process and be prepared to identify children who may benefit. In the first instance, staff should discuss early help requirements with the DSL. The DSL will then support the staff member in liaising with other agencies and setting up inter-agency assessment as appropriate.

7.4 Training will enable staff to distinguish between a concern about a child and ‘immediate danger or risk of harm’ (Keeping children safe in education, DfE, 2018).

7.5 Where a student is in immediate danger or at risk of harm, a referral should be made directly to children’s social care and/or the police immediately. Any member of staff can make a referral. Staff making a referral, other than the DSL, should inform the DSL at the earliest opportunity thereafter.

7.6 If a teacher, in the course of his/her teaching work, discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police – see Section 6 above.

7.7 If a member of staff, volunteer or visitor to the school receives a disclosure of abuse or an allegation, or suspects that abuse may have occurred, or has any other concern as to a student’s safety (as opposed to a student being in immediate danger) he/she must report it immediately to the DSL/Child Protection Co-ordinator or in their absence, the Deputy DSL. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff on site. Staff must also report their concern on MyConcern (see Section 13 below). Staff still have the option of reporting directly to children’s social care via the MASH.

7.8 The DSL/Child Protection Co-ordinator (or in their absence, the Deputy DSL) will immediately refer, by telephone, cases of suspected abuse or allegations to the local authority in which the child concerned lives.

7.9 The DSL/Child Protection Co-ordinator will follow up the telephone referral by completing a First Response Referral form and faxing or emailing it to the relevant local authority team within 24 hours.

7.10 The school will always undertake to share its intention to refer a child to the relevant local authority team with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the relevant local authority Safeguarding Team or the Metropolitan Police.

8. Professional confidentiality

8.1 The only purpose of confidentiality in relation to safeguarding and child protection is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.
8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held in confidence.

8.3 Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

9. **Use of reasonable force**

9.1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. These circumstances include preventing students from hurting themselves or others, from damaging property or from causing disruption.

9.2 Reasonable force covers the range of actions that involve a degree of physical contact. ‘Reasonable’ in these circumstances means ‘using normal force that is needed’. The use of force may involve passive physical contact such as standing between students or active physical contact such as leading the student by the arm out of the classroom.

9.3 Physical intervention may also be used to search a student without their consent where staff have reasonable grounds for suspecting him/her to be carrying a weapon or other prohibited items such as drugs or alcohol. At least two members of staff must be present at the search.

9.4 When using physical intervention, staff will ensure the following that:

- Only the minimum force is used for the minimum amount of time necessary.
- The use of physical intervention will be ended as soon as safety and order have been re-established.
- The member(s) of staff present will continue to talk to the pupil: explaining calmly why physical intervention is being used and re-iterating what needs to happen for the use of physical intervention to be ended.
- All witnesses, including students, will be spoken to so as to ensure that they understand the role of physical intervention in promoting the safety and well-being of all members of the school.

9.5 Physical intervention will never be used as a form of punishment. The Academy aims to build and maintain a safe and respectful community; any instances of physical intervention will be undertaken with caution and evaluated rigorously.

9.6 All instances of physical intervention must be recorded in a written report, which must be given to the DSL immediately.

9.7 Physical intervention will never be used as a form of punishment. The Academy aims to build and maintain a safe and respectful community; any instances of physical intervention will be undertaken with caution and evaluated rigorously.
10. **Records and monitoring**

10.1 The Academy understands the need to record any concern held about a child or children within the school, the confidential and sensitive status of such records and when these records should be passed over to other agencies.

10.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, or having any other concern about a student’s safety must make an accurate record as soon as possible on MyConcern noting what was said or seen, putting the event in context, and giving the date, time and location.

10.3 Notes must be kept of any pupil who is being monitored for child protection reasons. If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student’s new school marked confidential and for the attention of the receiving school’s DSL. Proof of receipt of the documents is required.

10.4 All information sharing will be carried out in line with the school’s Data Protection Policy, the General Data Protection Regulation (2018) and the Data Protection Act (2018).

11. **Attendance at child protection conferences**

11.1 It is the responsibility of the DSL to ensure that the school is represented on, or a report is submitted to, any child protection conference called for children on its school roll or previously known to the school. Whoever attends will be fully briefed on any issues or concerns the school has and will be prepared to contribute to decisions made.

11.2 When a child has a child protection plan or a child in need plan, it is the DSL’s responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation.

12. **Safe school, safe staff**

12.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

12.2 Only authorised agencies may investigate child abuse allegations (local authority safeguarding services or the Police). Whilst it is permissible to ask the child(ren) concerned simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements are not permissible.

12.3 Safeguarding concerns about paid staff and volunteers in the school should be made directly to the Principal (or, in his absence, the DSL) who will, in the first
instance, contact the designated officer within the local authority. Through discussion and consultation, a decision will be made whether to make a referral to Haringey children's social care services and/or the police. Any concerns of allegations about the Principal should be made to the Chair of Governors who will discuss the matter with Haringey's designated officer.

12.4 If for any reason it is decided that a referral to Haringey MASH and/or the police is not appropriate, the matter will be addressed in accordance with the school's disciplinary procedures.

12.5 In all cases the school will have regard to the DfE statutory guidance contained within 'Keeping children safe in education', 2018. This includes adhering to the legal duty to make a referral to the Disclosure and Barring Service (DBS) if a member of staff has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

13. **Safer recruitment**

13.1 In line with the School Staffing (England) Regulations 2009 the school will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

**Single Central Record (SCR)**

13.2 As required by paragraph 138 of 'Keeping children safe in education', DfE, September, 2018, the school maintains a single central record which covers the following people, all of whom are subject to a DBS check:

- staff (including supply staff, temporary staff and teacher trainees on salaried routes) who work at the school
- members of the Governing Body
- volunteers
- regular contractors
- staff of the outsourced catering service
- peripatetic teachers – e.g. Haringey Music Service teachers
- teacher trainees on placement
- regular visitors from outside agencies

13.3 The information recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried
out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a section 128 check (for management positions as set out in paragraph 121 of ‘Keeping children safe in education’ for independent schools, including academies and free schools);
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person’s right to work in the United Kingdom

13.4 For supply staff, the SCR also includes whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Disclosure and Barring Service (DBS)

13.5 The Disclosure and Barring Service is a non-departmental public body of the Home Office. The service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that which involves children or adults. It also provides wider access to criminal record information through its disclosure service for England and Wales.

13.6 It is illegal for anyone barred by the DBS to work, or apply to work with the sector from which they are barred. It is also illegal for an employer to knowingly employ a barred person in the sector from which they are barred.

13.7 All those listed in 13.2 above are subject to enhanced DBS checks.

13.8 The Academy is required by legislation to refer any safeguarding concerns to the DBS.

14. Provision of services and use of the school premises by external organisations

14.1 Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to

1 The Academy does not keep copies of DBS certificates. Copies of documents used to verify a successful candidate’s identity, right to work and required qualifications are kept on the employee’s personnel file.
safeguarding children and adults.

14.2 The Central Register of organisations working with or in the school is maintained by Ms Oxley, PA, HR and Administration Manager. A record will be kept on the Central Register of all organisations regularly working in the school, with the names of staff delivering programmes and the name and contact details of the manager of the organisation.

14.3 Before any organisation or individual works with, or in, the school (e.g. on a lettings basis), the first question asked is whether they will be working accompanied or unaccompanied with Academy students, children and young people from outside the Academy, or vulnerable adults.

14.4 If individuals are to work with Academy students whilst being accompanied at all times by a member of Academy staff, a risk assessment will be completed and, on the basis of this, a decision taken as to whether they/their organisation must provide the Academy with a copy of their Safeguarding policy and procedures and confirm that they have been vetted by the DBS. If it is decided this information must be provided, it will be held by Ms Oxley.

14.5 If individuals are to work unaccompanied with Academy students during or outside the school day or with children and young people from outside the Academy, or with vulnerable adults outside the school day (e.g. on a lettings basis), the following procedures will apply:

- The organisation/individual must provide a copy of their safeguarding policy and procedures and confirm that all staff have been vetted by the DBS.
- In the case of organisations/individuals working with Academy students it is the responsibility of the teacher who has commissioned the programme/activity to ask for the information, prior to the programme, to check the evidence provided, to pass on evidence, and a risk assessment if deemed necessary, to Ms Oxley and to report any concerns to the Vice Principal (Pastoral).
- In the case of organisations/individuals working with children and young people or with vulnerable adults outside the school day it is the responsibility of the Lettings Officer to ask for the information, prior to the programme, to check the evidence provided, to pass on evidence, and a risk assessment if deemed necessary, to Ms Oxley and to report any concerns to the Vice Principal (Pastoral).
- Should there be any doubt as to the evidence, the programme will not go ahead.
- Visiting staff must wear a visitor’s red lanyard throughout their time in the school and must sign in and out at reception.

14.6 From 6pm onwards, any student in Years 7 to 11 still on site must be taking part in an activity, run or supervised by a member of staff or by an external organisation commissioned by a member of staff. Sixth formers must be either in their common room or working with a member of staff.

15. Whistleblowing

15.1 We recognise that young people cannot be expected to raise concerns in an
environment where staff fail to do so. All staff are made aware of their duty to raise concerns about the attitude or actions of colleagues as set out at 12.3. Procedures are set out in the school’s whistleblowing policy.

16. Policy review

16.1 The Governing Body is responsible for ensuring the annual review of this policy and for ensuring that the list of key contacts on the cover sheet is kept up to date.

Annex

A. Children at risk of Female Genital Mutilation

Definition

A.1 “Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” World Health Organisation, 2007

Government Guidance

A.2 The Government advises that FGM is considered child abuse in the UK and is a serious violation of the human rights of girls and women. The Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child. From October 2015, schools have a statutory duty to report to the police where they discover that female genital mutilation appears to have been carried out on a girl under 18.

Action

A.3 All teachers will be made aware that they have a mandatory duty to make a report to the police if, in the course of their professional duties, they: are informed by a girl under 18 that an act of FGM has been carried out on her; or observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth. Non-teaching staff should speak to the DSL if they have any concerns.

A.4 The actions we take to protect and prevent girls from being forced to undertake FGM are:

i. A robust attendance policy that does not authorise holidays in school time, extended or otherwise.
ii. FGM training for staff.
iii. FGM discussions by designated staff with parents of children from practising communities who are at risk.
iv. Comprehensive sex and relationships advice delivered to KS3 girls to include a discussion about FGM with girls.
v. Ensuring that all staff refer any concerns they have about a student’s risk of FGM to the DSL. The DSL will then seek guidance as appropriate from the Haringey Safeguarding Team before taking any further action.

vi. Ensuring that all staff understand the points in the following table:

<table>
<thead>
<tr>
<th>UK communities most at risk of FGM include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. Non-African communities most at risk include Yemeni, Kurdish, Indonesian and Pakistani girls.</td>
</tr>
</tbody>
</table>

**Indications that FGM has taken place**
- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- A girl spending long periods of time away from class during the school day.

**Indications that a child is at risk of FGM**
- The family comes from a community that is known to practise FGM.
- In conversation a girl may talk about FGM.
- A girl may express anxiety about a special ceremony.
- A girl may have anxieties about forthcoming holidays to her country of origin.
- The parent/guardian requests permission for authorised absences for overseas travel.
- It is known that an older sibling, extended family member has already undergone FGM.

**B. Children at risk of, or suffering, sexual exploitation**

**B.1 Statutory definition of Child Sexual Exploitation**

‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’ Working Together to Safeguard Children, DfE 2017

**B.2 Sexual exploitation can take many different forms from the seemingly “consensual” relationship to serious organised crime involving gangs and groups.**

**B.3 Staff will be made aware that the following are indicators that a child is at risk of, or suffering, from sexual exploitation:**
- going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education;
- 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.

**B.4** They will also be made aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

**B.5** Staff who have any concerns in relation to any of the signs above should immediately make those concerns known in writing to the DSL following the procedures set out in Sections 12-14 below. If after discussion there remain concerns, local safeguarding procedures will be triggered, including referral to local authority children’s social care and the police, regardless of whether the victim is engaging with services or not. The risk will be assessed with reference to the ‘Risk Assessment Framework for Children Abused through Sexual Exploitation’ - http://www.londoncp.co.uk/files/supp_sex_exp_app1_riskframe.pdf

**C. Children at risk from extremist and radical influences**

**Legal Background**

**C.1** The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas.

**C.2** Radicalisation: the process by which a person comes to support terrorism and forms of extremism that lead to terrorism. Prevent Duty guidance advises that: ‘Being drawn into terrorism includes not just violent terrorism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.’

**C.3** Extremism: active or vocal opposition to fundamental British values, including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

**C.4** Working with partners: Haringey is a priority area for the government’s ‘Prevent’ strategy. Local authority staff delivered the initial tranche of staff training on extremism and radicalisation for Academy staff in the summer term, 2015 and will advise the school on assessments of risk of children being drawn into terrorism in the local area. The Metropolitan Police will also advise on any local issues.
C.5 **Staff training:** SLT, all pastoral, RE and Personal Development staff receive WRAP (Workshop to Raise Awareness about PREVENT) training in using their existing professional skills and judgment to identify students who may be at risk of extremism or radicalisation.

C.6 Training includes how to identify when a student may be at risk of engaging in extremism and to respond accordingly. Examples of what to look out for include: evidence of family tensions; changes in appearance; a sudden interest in religion; isolation; glorifying violence; evidence of possessing illegal or extremist literature.

C.7 Training on extremism and radicalisation will make staff aware that:

- Whilst there is extensive media coverage regarding Islamic extremism, there are other organisations that can damage society and present a threat to the community.
- Outside events such as tensions in the local community, events in a migrant’s country of origin and major world events can also disproportionately affect the feelings and actions of young people. Staff will be trained in helping students understand such events and put them into context.

C.8 **In school:** British values are specifically taught through assemblies, RE and Personal Development lessons. Teachers ensure there are opportunities for students to understand and discuss sensitive topics, including extremist ideas and ideologies, and to learn how to challenge such ideas.

C.9 Students’ awareness is raised in assemblies and relevant curriculum areas regarding the dangers of using social networking, blogging and messaging sites in regard to radicalisation and extremism.

C.10 External speakers/guests who have contact with students are vetted thoroughly (see Section 15 below).

C.11 **e-Safety:** Full details of e-safety measures taken by the school are detailed in the e-Safety policy. In relation to radicalisation and extremism, the following measures are particular pertinent:

- Students and parents will be advised that the use of some social network spaces outside school is inappropriate for certain age groups.
- Concerns regarding students’ use of social networking, social media and personal publishing sites will be raised with their parents.
- If students use words on the ‘watch’ list, including any words which indicate an interest in extremist ideologies, in any internet search or in any document, a screen print will be automatically emailed to the Vice Principal (Pastoral) and the DSL and this may result in any access being withdrawn.
- Parents are advised on the school’s website of staff they can contact for advice.

Procedures to follow when a student is identified as being vulnerable to radicalisation
C.12 If any student is identified as being vulnerable to radicalisation the following procedures will apply:

i. All concerns should be reported immediately to the DSL or DDSL. If s/he is unavailable, concerns should be reported to the Principal. A ‘Logging a concern’ form must be completed.

ii. A meeting will be held with the member of staff who has reported the concern/incident to discuss the matter and appropriate action will be taken.

iii. All concerns identified will be forwarded immediately after the meeting to the MASH Team, who will assess the student’s needs in terms of safeguarding and liaise with the Prevent Coordinator regarding any extremism related concerns. The local authority officers will discuss the matter, either face to face or by telephone, with the school’s DSL and give advice.

iv. A Channel Referral form will be completed by the DSL and forwarded to the SPA team. This will, in turn, be forwarded to appropriate parties such as the police and children’s social care services.

v. If appropriate, a meeting will be held with parents to advise them and discuss the school’s concerns.

vi. The local authority teams will keep the school informed of any action taken or any further action the school needs to take.

D. Children at risk by virtue of being ‘Missing from Education’

D.1 We ensure that all staff understand that a child going missing from education is a potential indicator of abuse or neglect and that such children are at risk of being victims of harm, exploitation or radicalisation. (Keeping children safe in education, DfE, 2018.)

D.2 The school holds more than one emergency contact number for each child.

D.3 The school has a set of procedures for dealing with students who are frequently absent so that we are better able to help identify the risk of abuse and neglect including sexual exploitation. Procedures are also designed to help prevent the risk of their going missing in future.

Procedures

D.4 The school has an admission register and an attendance register. Admissions and attendance officers regularly encourage parents to inform them of any changes to home circumstances whenever they occur.

D.5 Parents and carers are contacted immediately when students are absent and procedures are in place for families to be contacted by letter or home visit at certain trigger points – 3rd, 5th, 10th and 20th days of absence. Home visits become increasingly important as absence continues.

D.6 The education welfare officer informs the local authority of any student who fails to attend school regularly or who has had an unauthorised absence for a continuous period of more than 10 school days. Contact at Haringey is: Michael Welton.
D.7 In addition the school informs the local authority of any student who is going to be deleted from the admission register where they:

i. have been taken out of school by their parents and are being educated outside the school system e.g. home education;

ii. have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;

iii. have been certified by a GP or consultant doctor as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

iv. are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

v. have been permanently excluded.

D.8 In addition to these procedures which are carried out by admissions, attendance and education welfare officers, we ask all staff to remember that certain patterns of absence are a risk factor, and that we all have a responsibility to report any concerns we may have to the DSL using the standard referral form.

E. Private fostering

E.1 A private fostering arrangement is an arrangement between families/households, without the involvement of a local authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative (close relatives are parents, step-parents, siblings, siblings of a parent and grandparents) for 28 days or more. This could be an arrangement by mutual agreement between parents and the carers or a situation where a child has left home against their parent's wishes and is living with a friend and the friend's family.

E.2 The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

E.3 Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Asylum seeking and refugee children
- Teenagers who, having broken ties with their parents, are staying in short term arrangements with friends or other non-relatives
- Children of prisoners placed with distant relatives
- Language students living with host families
- Trafficked children

E.4 Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have
a child privately fostered or where a child has been privately fostered in an emergency.

E.5 Staff are advised that, if they suspect a child is being privately fostered, they must inform the DSL and Principal. The DSL or Child Protection Co-ordinator will make a referral to the MASH. The MASH team will refer onto an appropriate agency that will gather information to determine whether the child is privately fostered. If it proves to be the case that the child is privately fostered, the case will be allocated to a social worker who will assess, visit and support the child, parents and private foster carer.

F. Child criminal exploitation: county lines

F.1 Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. County lines exploitation: can affect any child or young person as well as any vulnerable adult over the age of 18 years.

F.2 Exploitation may exist even if the activity appears consensual. It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It can be perpetrated by individuals or groups, and is typified by some form of power imbalance in favour of the perpetrators. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including sex, cognitive ability, physical strength, status, and access to economic or other resources.
Contact information

1. For situations where a child is in immediate danger

Police or Ambulance Service as appropriate – dial 999

2. For reporting other concerns/asking advice

NSPCC Helpline – 0808 800 5000 or text 88858 or email help@nspcc.org.uk

Haringey Multi-Agency Safeguarding Hub (MASH)

Use the numbers below to contact staff for advice:

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

3. For reporting concerns that the school is not addressing safeguarding and child protection

See the school’s Whistleblowing Policy.

NSPCC Whistleblowing Advice Line - advice and support for professionals concerned about how child protection issues are being handled in their organisation. The line is available from 8am to 8pm.

0800 028 0285

help@nspcc.org.uk

4. Looked after children contact

Fiona Smith, Virtual School Head

Haringey Council
Level 7
River Park House
225 High Road
London N22 8HQ

T. 020 8489 3163
E. fiona.smith@haringey.gov.uk