

Greig City Academy



Safeguarding and Child Protection Policy

Key Contacts in the Academy

Designated Safeguarding Lead (DSL): Jade Downey, Vice Principal
020 8609 0170 jdowney@greigcityacademy.co.uk

Deputy Designated Safeguarding Lead (DDSL): Jermaine Coleman, Assistant Vice Principal
020 8609 0170 jcoleman@greigcityacademy.co.uk

Child Protection Co-ordinator and Designated Member of Staff for Looked After Children:
Tracy Adams
020 8609 0115 tadams@greigcityacademy.co.uk

Nominated Governor for Safeguarding: Joye Manyan

The policy was approved by the Governing Body on 4 October, 2021. It is reviewed at least annually and may be updated at any time following any changes in national guidance or local policies/processes.

The policy is published on the Academy's website www.greigcityacademy.co.uk and is available in a print/enlarged print version on request to the PA, HR and Administration Manager, V. Oxley.

1. Introduction and Ethos

- 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 We believe that the best interests of children always come first. All children have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, disability, sex, race, religion or belief, sexual orientation and gender reassignment have equal rights to protection.
- 1.3 We recognise the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- 1.4 Our core safeguarding principles are:
 - i. **Promotion** by making sure students, parents, staff and all adults who come into contact with children know the systems and the support in place to keep children safe, and ensuring there is a culture of vigilance across the school.
 - ii. **Prevention** through the creation of a positive, open and safe culture and a well-taught curriculum that includes relationships and online safety as well as pastoral opportunities for children and safe recruitment procedures.
 - iii. **Protection** by following agreed procedures, ensuring staff are trained and supported to recognise and respond appropriately and sensitively to child protection concerns.
 - iv. **Support** for all learners, parents and staff and, where specific interventions are required, for those who may be at risk of harm.
 - v. **Working with parents and other agencies** to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
 - vi. **Enhanced safeguarding checks** on all staff, governors and volunteers.
- 1.5 The Academy expects that if a member of our community has a safeguarding concern about any child or adult they should act immediately. However, the Academy recognises it is an agent of referral and not of investigation.
- 1.6 This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, ‘Keeping Children Safe in Education’ 2021 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- 1.7 The procedures in this policy apply to all staff, including temporary or third-party agency staff, volunteers and governors, and are consistent with those outlined within KCSIE 2021.

2 Policy Context

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (KCSIE) 2021
- Working Together to Safeguard Children 2018 (last updated December 2021)
- The Education Act 2002 (Section 175)
- Framework for the assessment of Children in Need and their Families (2000)
- The procedures of the Haringey Safeguarding Children's Partnership and the Multi-agency Safeguarding Hub
- The Counter-Terrorism and Security Act 2015
- Prevent Duty guidance (2015) in relation to the above act
- Multi-agency statutory guidance on female genital mutilation (FGM) (July 2020)
- Statutory duty on teachers to report to the police where FGM appears to have been carried out on a girl under 18.
- Children (Private Arrangements for Fostering) Regulations, 2005
- DfE non-statutory guidance 'Use of Reasonable Force', 2013 and 'Searching, Screening and Confiscation', 2014
- School Staffing (England) Regulations (2009)
- Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- The General Data Protection Regulation 2018
- The Data Protection Act 2018

2.2 Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

3. Definition and Commitments

3.1 In line with KCSIE 2021, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- i. protecting children from maltreatment;
- ii. preventing impairment of children's mental and physical health or development;
- iii. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- iv. taking action to enable all children to have the best outcomes.

3.2 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.

3.4 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 that 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 that 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

4. Roles and Responsibilities

4.1 Safeguarding incidents can happen anywhere and at any time, and staff need to be aware of this. All staff have a responsibility to protect children and young people and should have a 'it could happen here' attitude. 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 (as set out in section 9 below).

4.2 In addition, all staff have a responsibility to:

- i. provide a safe environment in which children can learn
- ii. actively promote the welfare and safeguarding, including the online safety, of students
- iii. understand the early help process and their role in it
- iv. identify and act upon indicators that children are, or at risk of, developing mental health issues
- v. understand the wider definitions of peer-on-peer abuse and be aware of specific issues such as cyber bullying, sexual violence, sexual harassment and exploitation as set out in KCSIE 2021
- vi. maintain an appropriate level of confidentiality and the importance of recording and information sharing
- vii. report concerns directly to local authorities' children's social care, police or emergency services if a child is at immediate risk
- viii. 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
- ix. use the school's whistleblowing procedures if they feel safeguarding concerns are not being addressed properly and/or believe someone's health and safety to be in danger – including sexual, racial, physical or other abuse of students or colleagues
- x. read this policy and Part 1 and Annex A of KCSIE 2021

- 4.3 The school's Designated Safeguarding Lead (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 MASH of the local authority in which the child concerned lives if that is not Haringey. If, for any reason, the DSL is unavailable, the Deputy DSL will act in his/her absence. The names of these members of staff are provided on the cover sheet of this policy.
- 4.4 If, for any reason, both the DSL and DDSL are unavailable, the Principal or, in his absence, the most senior member of staff on site will act in their absence. Whilst the activities of the DSL may be delegated, the ultimate responsibility remains with the DSL and will not be delegated.
- 4.5 The DSL also has responsibility for:
- i. ensuring all staff are aware of the school's procedures and acting as a source of support, advice and expertise
 - ii. ensuring referral of cases of suspected abuse to the local authority MASH and other relevant agencies as required and supporting staff who make referrals
 - iii. ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations in KCSIE 2021
 - iv. keeping confidential, secure written records of concerns about a child on the MyConcern database even if there is no need to make an immediate referral
 - v. referring cases to the Channel programme where there is a radicalisation concern, and supporting staff who themselves make referrals
 - vi. referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - vii. referring cases where a crime may have been committed to the Police
 - 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, safeguarding and welfare (including online and digital safety) and, when deciding whether to make a referral, liaising with relevant agencies
 - xi. liaising with the mental health lead and, where available, the Mental Health Support Team of the local authority, where safeguarding concerns are linked to mental health
 - xii. helping to promote educational outcomes by sharing with staff information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced; and maintaining a culture of high aspirations
 - xiii. ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities
 - xiv. supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

- 4.6 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 and previously looked after children
- 4.7 The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes (see Section 16).
- 4.8 The Nominated Governor for Safeguarding will support the DSL and have oversight in ensuring that the school has an effective policy, that the Haringey Safeguarding Children's Partnership's guidelines are complied with and that the policy is reviewed at least annually and as required.
- 4.9 Parents have a responsibility for:
- i. understanding and adhering to the relevant school policies and procedures
 - ii. talking to their children about safeguarding issues and supporting the school in its safeguarding approaches
 - iii. identifying behaviours which could indicate that their child is at risk of harm, including online, and seeking help and support from the school and/or other agencies
- 4.10 Children and young people have a right to:
- i. feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account
 - ii. contribute to the development of school safeguarding policies
 - iii. receive help from a trusted adult
 - iv. learn how to keep themselves safe, including online

5. Multi-agency working

- 5.1 Haringey Safeguarding Children's Partnership (HSCP) provides the safeguarding arrangements under which the safeguarding partners and relevant agencies work together to coordinate their safeguarding services. The three key safeguarding partners – the Local Authority (through Children and Families), NHS Clinical Commissioning Groups (CCG) and the Police – now collectively hold statutory responsibilities for safeguarding arrangements in the borough.

- 5.2 The partnership is responsible for identifying and responding to the needs of children in Haringey, commissioning and publishing local child safeguarding practice reviews and providing scrutiny to ensure the effectiveness of the safeguarding arrangements.
- 5.3 The Academy works with these key partners and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The Academy works in line with the HSCP's multi-agency safeguarding arrangements: [HSCP Multi-agency safeguarding arrangements](#).
- 5.4 The Haringey Safeguarding Team is available to offer advice, support and training to the school's DSL.

6. Types of abuse and neglect

- 6.1 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.
- 6.2 **Abuse:** 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.
- 6.3 **Physical abuse:** this 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.
- 6.4 **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.
- 6.5 **Sexual abuse:** 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).

- 6.6 **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/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.
- 6.7 See section 9 for procedures that must be followed if any of the above types of abuse are suspected/disclosed.
- 6.8 **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.
- 6.9 All staff should understand:
- i. that even if there are no reports of peer-on-peer abuse, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse they should speak to the DSL or DDSL.
 - ii. the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 6.10 In most instances, the conduct of students towards one another 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. It is likely that, to be considered a safeguarding issue, the allegation will either:
- i. be made against an older student and refer to their behaviour towards a younger or more vulnerable student; or
 - ii. be of a serious nature, possibly including a criminal offence; or
 - iii. raise risk factors for other students in the school

- 6.11 Such allegations are most likely to include, but may not be limited to, one or more of the following:
- bullying (including cyber bullying)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
 - forcing others to use drugs or alcohol
 - emotional abuse such as blackmail, extortion, threats or intimidation
 - sexual abuse such as indecent exposure, indecent touching or serious sexual assault
 - forcing others to watch pornography or take part in sexting
 - sexual harassment – comments, remarks or jokes including online harassment
 - sexual exploitation such as encouraging other children to engage in inappropriate sexual behaviour
 - upskirting, which typically involves taking a picture under a person’s clothing without them knowing
 - photographing or videoing other children performing indecent acts
- 6.12 Staff will be made aware of the different issues for boys and girls that may 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.
- 6.13 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 section 9 must be followed. In addition, parents of both the students being complained about and the alleged victim must be informed and kept updated on the progress of the referral.
- 6.14 It may be appropriate to exclude the pupil being complained about for a period of time in line with the school’s behaviour policy and procedures.
- 6.15 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.
- 6.16 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.

7. Safeguarding and supporting students at risk

- 7.1 The Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. This school may be the only stable, secure and predictable element in the lives of children at risk.
- 7.2 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.

7.3 We will support students at risk of abuse or neglect through:

- i. The school ethos, which provides a positive and secure environment, and which gives all students and adults a sense of being respected and valued.
- ii. Opportunities in Relationships and Sex Education and Health Education classes to gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others.
- iii. 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.
- iv. Referral to the school's counselling team and/or learning mentors, where appropriate.
- v. Regular liaison with professionals and agencies that support students and their families.
- vi. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- vii. The development and support of responsive and knowledgeable staff, trained to respond appropriately in child protection situations.
- viii. The curriculum, which encourages 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.
- ix. Teaching online safety to ensure students understand how to stay safe and behave online. This includes covering the following risk areas as defined in KCSIE 2021:
 - **Content** (being exposed to illegal or harmful content – for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism)
 - **Contact** (being subjected to harmful online interaction with other users, including commercial advertising and adults posing as children)
 - **Conduct** (personal online harm – for example, making, sending and receiving explicit images)
 - **Commerce** (including online gambling and gaming)

7.4 We will train staff to understand the following:

- i. That, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse such as behaviour/mood changes or injuries and not to assume that they are related to the child's particular needs.
- ii. 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.

- iii. Their duties in relation to female genital mutilation (FGM) and other forms of 'honour-based abuse' (Annex Section A).
- iv. 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).
- v. How to identify students at risk of extremism and respond accordingly; updating relevant policies and procedures in line with statutory guidance on extremism; encouraging 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).
- vi. That a child going missing from education is a potential indicator of abuse or neglect (Annex Section D).
- vii. That children who are privately fostered may be at risk (Annex Section E).
- viii. The risks of children and young people becoming involved in county lines criminal activity (Annex Section F).
- ix. The indicators that may signal that children are at risk from, or are involved in, serious violent crime. These may include increased absence from school, changing friendships or relationships with older individuals or groups, a significant decline in academic performance, signs of self-harm or a significant change in well-being, signs of assault or unexplained injuries. Unexplained gifts or new positions could also indicate that children are involved with criminal networks or gangs.

7.5 We will ensure that staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

7.6 The school's Mental Health Lead will support staff to recognise indicators of mental health problems and will ensure they are able to access external sources of advice and guidance that can be used to promote the health, wellbeing and resilience of students.

7.7 If staff have a mental health concern about a child that is also a safeguarding concern, they must follow the procedures for registering their concern on MyConcern and also speak to the DSL or DDSL as noted in section 9.

8. Training

8.1 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.

8.2 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 and/or school requirements.

- 8.3 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.
- 8.4 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.
- 8.5 Temporary staff (including supply 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.
- 8.6 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.
- 8.7 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.
- 8.8 All staff will be issued with copies of this policy and a copy of KCSIE 2021 (Part 1 and Annex A). They must familiarise themselves with all the content and discuss anything of which they are unsure with the DSL.
- 8.9 Although the school has a nominated lead governor for safeguarding, all members of the Governing Body will access appropriate safeguarding training that covers their specific strategic responsibilities.

9. Child protection procedures

- 9.1 The Academy adheres to the Haringey Safeguarding Children Partnership procedures. The full Haringey procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>
- 9.2 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. The Principal will ensure they are aware of the school's policy and the identity of the DSL and Deputy DSL.
- 9.2 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.
- 9.3 Training will enable staff to distinguish between a concern about a child and 'immediate danger or risk of harm' (KCSIE 2021).
- 9.4 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.

- 9.5 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 Annex Section A.
- 9.6 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 log the details on MyConcern and report immediately to the DSL/Child Protection Co-ordinator/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 also have the option of reporting directly to children's social care services via the MASH.
- 9.7 The DSL/Child Protection Co-ordinator/Deputy DSL will immediately refer, by telephone, cases of suspected abuse or allegations to the local authority in which the child concerned lives.
- 9.8 The DSL/Child Protection Co-ordinator will follow up the telephone referral by completing a MASH Referral form and faxing or emailing it to the MASH team in the relevant local authority within 24 hours.
- 9.9 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 MASH team or the police.

10. Professional confidentiality

- 10.1 We recognise our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2021.
- 10.2 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.
- 10.3 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.
- 10.4 Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 10.5 The Academy has a Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that the school is compliant with all matters relating to confidentiality and information sharing requirements.

10.6 The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2021).

11. Use of reasonable force

11.1 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.

11.2 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.

11.3 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.

11.4 When using physical intervention, staff will ensure that:

- i. only the minimum force is used for the minimum amount of time necessary
- ii. the use of physical intervention will be ended as soon as safety and order have been re-established
- iii. the member(s) of staff present will continue to talk to the student: explaining calmly why physical intervention is being used and re-iterating what needs to happen for the use of physical intervention to be ended
- iv. 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

11.5 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 physical intervention will be undertaken with caution and evaluated rigorously.

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

12. Record keeping

12.1 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.

12.2 Any member of staff receiving a disclosure of abuse or noticing 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.

- 12.3 Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- 12.4 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.
- 12.5 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).

13. Attendance at child protection conferences

- 13.1 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.
- 13.2 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.

14. Complaints

- 14.1 The Academy's complaints procedure is published on our website and available as a printed copy from Reception.
- 14.2 All reported concerns will be taken seriously and considered within the relevant process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for managing allegations against staff (next section).

15. Safe school, safe staff

- 15.1 We promote an open and transparent culture, which aims to ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, in accordance with the ethos and values of the Academy.
- 15.2 All concerns about all adults working in or on behalf of the Academy will be taken seriously, shared responsibly and with the right person, recorded and dealt with appropriately.
- 15.3 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.

- 15.4 Safeguarding concerns about paid staff, volunteers and governors 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 (LADO) in Haringey Children and Young People's Services. Through discussion and consultation, a decision will be made whether to make a referral to Haringey MASH and/or the police.
- 15.5 In the case of an allegation against a supply teacher, the Principal or DSL will follow the same referral procedure outlined in 15.3 and as advised in paragraphs 357 of KCSIE 2021. The DSL/HR Manager will discuss with the teacher's agency whether it is appropriate to suspend or deploy him/her whilst finding out the facts and liaising with the LADO regarding a suitable outcome.
- 15.6 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.
- 15.7 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.
- 15.8 In all cases, the school will have regard to the DfE statutory guidance contained within KCSIE 2021. 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.

16. Safe recruitment

- 16.1 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, the substance of which should at a minimum cover the content of Part Three of KCSIE 2021.
- 16.2 We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.
- 16.3 We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

Single Central Record (SCR)

- 16.4 As required by paragraph 250 of KCSIE 2021 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 cleaning and catering services
- peripatetic teachers – e.g. Haringey Music Service teachers
- teacher trainees on placement
- regular visitors from outside agencies

16.5 Where relevant, details of members of organisations hiring the school facilities will be recorded on the SCR.

16.6 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 obtained¹:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a section 128 check for management positions (including being a governor) as set out in paragraphs 237 and 253 of KCSIE 2021
- a check of professional qualifications
- a check to establish the person's right to work in the United Kingdom, including EU nationals
- If appropriate, further checks on people having lived or worked outside the UK

16.7 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)

16.8 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.

16.9 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.

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.

- 16.10 All those listed in 16.4 above are subject to enhanced DBS checks.
- 16.11 The Academy is required by legislation to refer any safeguarding concerns to the DBS.

17. Provision of services/use of the school premises by external organisations

- 17.1 The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.
- 17.2 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.
- 17.3 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.
- 17.4 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.
- 17.5 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:
- i. The organisation/individual must provide a copy of their safeguarding policy and procedures and confirm that all staff have been vetted by the DBS.
 - ii. 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).
 - iii. 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).

- iv. Should there be any doubt as to the evidence, the programme will not go ahead.
- v. Visiting staff must wear a visitor's lanyard throughout their time in the school and must sign in and out via the visitors' log at reception.

17.6 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.

18. Site security

18.1 All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

18.2 The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

19 Whistleblowing

19.1 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; it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Procedures to be followed are set out in the school's whistleblowing policy.

20 Haringey Safeguarding Children's Partnership - Escalation Protocol

20.1 Escalation is the course of action that should be taken by professionals where they have concerns that the child or young person's safety is compromised by the action of other agencies, or that other professional input does not support effective safeguarding of the child or young person.

20.2 Resolution is the desired outcome of this protocol – that all parties concerned reach a shared understanding, with minimal dissent, of the next steps in order to keep the child or young person safe.

20.3 If any member of the Academy's staff has concerns about the way a case is progressing or being handled by another agency, s/he must inform the DSL who will follow the Escalation Protocol of the Haringey Safeguarding Children's Partnership:

- i. The DSL will discuss the concern/disagreement with her equivalent in the partner agency, with the aim of seeking a resolution.
- ii. If the concern continues, a discussion must take place with the Heads of Service in all the key agencies involved with the child and family, at a meeting convened in a timely fashion.

- iii. Written records must be kept of all these discussions and these should be retained on the child's case file/agency database. Timely feedback must be given to the person who raised the concerns as to what action has been taken in response.
- iv. It may also be useful for individuals to debrief following some disputes in order to promote continuing good working relationships and identify possible training needs.

21. Policy compliance, monitoring and review

21.1 The Governing Body is responsible for:

- i. ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken to safeguard and promote children's welfare
- ii. reviewing this policy at least annually; the policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures
- iii. holding the Principal to account for its implementation
- iv. appointing a link governor to monitor the effectiveness of the policy, reporting to the Governing Body

21.2 All staff, including temporary staff and volunteers, will be provided with a copy of this policy and Part One of KCSIE 2021, which they will sign to confirm they have read.

21.3 The policy can be viewed via the school's website – <http://www.greigcityacademy.co.uk/> – and a printed copy can be provided on request.

21.4 The DSL and the Principal will provide regular reports 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.

22. Links to other policies

22.1 This policy should be considered alongside:

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

23. Key External Contacts

Police or Ambulance Service as appropriate	For situations where a child is in immediate danger: Dial 999
Local Authority Designated Officer (LADO)	Shauna McAllister, Service Manager shauna.mcallister@Haringey.gov.uk LADO@Haringey.gov.uk 020 8489 2968 John Srivastava, LADO
Looked after children contact: Virtual School Head	Haringey Virtual School for Looked After and Previously Looked After Children River Park House 225 High Road N22 8HQ Tel 020 8489 3767 Fax 020 8489 3792 Email hvs@haringey.gov.uk
NSPCC Helpline	0808 800 5000 E: help@nspcc.org.uk
Channel Helpline	020 7340 7264
Haringey Children's Safeguarding Partnership	David Archibald, Independent Chair Fatmir Deda, HSCP Service Manager Eliese Gray, Executive Support Officer 8th floor, River Park House, 225, High Road, N22 8HQ https://haringeyscp.org.uk/ 020 8489 3145
Haringey Children's Services If you use the out-of-hours number, your call will be logged and the operator will take brief details. An out-of-hours social worker will ring you back.	Anthony Theodi, Acting MASH Service Manager Diana Hylton, Team Manager Dennita Oguh, Team Manager Sharon Biggs, Team Manager Aileen Duhig, Team Manager Fatima O'Dwyer, Deputy Team Manager John Stroud, Out of Hours Team Leader <ul style="list-style-type: none"> • Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm 020 8489 4470 • mashreferral@haringey.gov.uk • Out of office hours, including weekends: 020 8489 0000 • Do not use this number if a child needs immediate assistance from the Police or Ambulance Services.

Making a MASH referral	During your phone call (above), if you are a professional working with children you may be asked to complete a MASH referral form within 24 hours. This should be emailed securely to mashreferral@haringey.gov.uk
For allegations against staff or volunteers	Contact LADO – as above.
Whistleblowing	<p>For reporting concerns that the school is not addressing safeguarding and child protection, follow procedures in the school’s Whistleblowing Policy.</p> <p>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.</p> <p>0800 028 0285</p> <p>help@nspcc.org.uk</p>

Annex

Detailed information on all the issues listed is provided in Keeping Children Safe in Education 2021 – Part 1 and Annex 2 – which staff are required to read.

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 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. Schools have a statutory duty to report to the police if 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; 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 teachers are aware that they have a mandatory duty to report known cases of FGM to the Police. This is a personal duty; the professional who identifies FGM or receives the disclosure must make the report.
 - vii. Ensuring non-teaching staff seek advice from the DSL if they are aware of a known case.
 - viii. Ensuring that all staff understand the points in the following table:

UK communities most at risk of FGM include:

Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. Non-African communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

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 2018

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 log their concerns on MyConcern and speak to the DSL. If after discussion there remain concerns, 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 of the following:
 - i. Whilst there is extensive media coverage regarding Islamic extremism, there are other organisations that can damage society and present a threat to the community.

- ii. 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. 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. External speakers/guests who have contact with students are vetted thoroughly.

C.9 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 particularly pertinent:

- i. Students and parents will be advised that the use of some social network spaces outside school is inappropriate for certain age groups.
- ii. Concerns regarding students' use of social networking, social media and personal publishing sites will be raised with their parents.
- iii. 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.
- iv. 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.10 If any student is identified as being vulnerable to radicalisation the following procedures will apply:

- i. All concerns should be logged immediately on MyConcern and the DSL or DDSL should be informed.
- 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.
- 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: 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 via MyConcern.

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 a 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
 - 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 LA children's social care services 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 If staff 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 a power imbalance in favour of the perpetrators. Whilst age may be the most obvious, this imbalance can also be due to other factors including sex, cognitive ability, physical strength, status, and access to economic or other resources.