



PALMERS GREEN
HIGH SCHOOL

Child Protection and Safeguarding Policy (including promotion of welfare and early help)

Effective from 1st September 2020

**Updated to reflect the changes made in January
2021 to Keeping Children Safe in Education 2020**

This policy is available to parents on request from the School Office or a copy is downloadable from the School website. It also applies to the Nursery and Reception Class at PGHS.

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Enfield Safeguarding Children Partnership Arrangements

The Enfield Local Safeguarding Children's Partnership (LSCP) is made up of Enfield Council, NHS Enfield Clinical Commissioning Group and the Metropolitan Police Service. The multi-agency safeguarding arrangements were developed in response to a national drive to improve and increase Children's safety. These new arrangements will continue to be developed, and are reviewed annually. The wider partnership group includes many other agencies, for example, schools, hospitals, community groups, probation and Enfield residents, all of whom have a role in protecting children.

Preface

The Governors hold ultimate responsibility for this policy and its implementation across the School. This policy is formally reviewed and approved by the Board of Governors annually and it takes account of government guidance and locally agreed inter-agency procedures put in place by the [Safeguarding Enfield Partnership](#).

Definition

Safeguarding and promoting the welfare of children is defined as:

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

Children includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is **EVERYONE'S RESPONSIBILITY** and, whilst it is normal practice for the Designated Safeguarding Lead (DSL) to make referrals to the LSCP, **ANYONE** can make a referral. (Contact information is given in Appendix A and what the LSCP will do can be found in *KCSIE 2020*).

Commitment to safeguarding and promoting the welfare of pupils

Palmers Green High School is fully committed to keeping children safe in all school settings, including out of school activities, and to taking action to promote the welfare of pupils at the School.

Coverage

The policy applies to all staff and volunteers (including Governors) working at the School, including the Nursery and Reception Class (EYFS). It applies wherever staff or volunteers are working with pupils. The policy applies to all pupils in the School.

Aims

Governors and leaders of the School believe that children have a fundamental right to feel safe and protected from **any** form of abuse, including all forms of peer on peer abuse. At Palmers Green High School, it is our aim to provide a secure, caring

environment and a curriculum that nurtures self-esteem, encourages independence and thus empowers children to take the steps required to build resilience and to protect themselves. At all times we will seek to actively promote the welfare of children in the School.

Objectives

The information and procedures outlined in this policy are to guide staff, Governors and volunteers regarding the measures they should take in order to safeguard and promote the welfare of pupils at Palmers Green High School, including the children in our Early Years Foundation Stage (EYFS) at the Nursery and in the Reception Class.

School staff, including support staff, are well placed to observe the outward signs of all forms of abuse. The School will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the School whom they can approach if they are worried;
- include opportunities in assemblies, in the PSHEE curriculum (including RSE) and through cross-curricular discussions for children to develop the skills they need to keep themselves safe from harm, including online and;
- support pupils who have been abused, and where appropriate in accordance with their agreed child protection plan.

The School believes that the best outcomes for children generally are achieved when professionals work in close collaboration with parents/carers. This belief holds equally in relation to child protection and safeguarding concerns. The School will be open and honest in communication and will share with parents/carers information or concerns that they have about their children at the earliest opportunity. The only exception to this would be where it was felt that such communication might compromise the safety of the child or staff concerned. In these circumstances the primary consideration will be the paramount interests of the child.

If a child is felt to be in need of protection and, following local authority child protection processes, becomes the subject of a child protection plan, the School will always aim to be an effective source of help and support to parents and carers in the context of effective inter-agency working and co-operation.

Training

All staff have training in their responsibilities for safeguarding children and promoting their welfare, the training includes Prevent and online safety. Staff training is updated in the light of new regulations, LSCP or Government guidance in addition to any annual updates. Staff undertake a half-day training course, normally every 2 years, from which the record of staff participation is kept by the DSL.

All staff have read, understood and agreed to abide by the guidance given in the following documents: Keeping Children Safe in Education (KCSIE) 2020 Part one, the School's Child Protection and Safeguarding policy, the Staff Code of Conduct, the Whistleblowing policy and the ICT Acceptable Use policy. The above is also covered in the Induction process for all new staff at the start of their employment at PGHS. In addition, SMT and staff members who work directly with children have also read Annex A of KCSIE 2020.

Peripatetic teachers and volunteers are also required to undertake safeguarding training and are invited to attend the PGHS training sessions. If this is not possible, they are to provide a certificate to indicate that they have undertaken training via another educational establishment in the last 2 years or they can complete the EduCare training via their PGHS login. To cover any delay in providing evidence, a member of the Designated Staff will undertake Interim training with them.

Governors receive safeguarding training from an external consultant, the Headmistress, DSL or via the EduCare platform. They have also read, understood and agreed to abide by the guidance given in the following documents: Keeping Children Safe in Education (KCSIE) 2020 part one and the School's Child Protection and Safeguarding policy.

Through the Headmistress's Termly Report to Governors and via the scrutiny of training records by the Safeguarding Governor (sometimes by external consultants), Governors maintain oversight of training for staff and volunteers and any issues emerging in the School in respect of child welfare, safeguarding or child protection.

Safer Recruitment of Staff

At PGHS we will:

- ensure that we practise safer recruitment by checking the suitability of all staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Part 3 of KCSIE 2020 (*updated in January 2021*) and Part 4 of The Independent School Standards Regulations.
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's Governing Body in accordance with the above regulations and guidance given in KCSIE 2020 (*updated in January 2021*).
- ensure that for staff engaged in management roles and Governors an additional check is undertaken to ensure that they are not prohibited under section 128 provisions as outlined in KCSIE 2020 (*updated in January 2021*).
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible and **within 28 days**;
- ensure that where a teacher has been dismissed or would have been dismissed for misconduct had he/she not resigned, that consideration is given to referring the teacher to the Teaching Regulation Agency (TRA);

- ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection and recruitment checks and procedures apply to those staff;
- follow the local inter-agency procedures of the Local Safeguarding Children Board;

Training Note:

The following have all completed certificated training in safer recruitment. The Chair of Governors (Mr Lewis Educare Level 2 October 2019), the Headmistress and DDSL (Mrs Kempster, Educare Level 2 October 2020), the Bursar (Mrs Monty, Educare Level 2 January 2018), the Deputy Head and DSL (Miss Lucas, Educare Level 2 August 2020).

The School's Recruitment policy is available on request from the School Office at Palmers Green High School, Hoppers Road, London N21 3LJ tel. 020 8886 1135.

Visitors, Identity checks and ID Badges

On arrival, all visitors during the School day are required to sign in at the School Office. They will be issued with a Visitor's lanyard and asked to wear it at all times. Their attention will be brought to the safeguarding information displayed in the entrance foyer. Visitors are to remain under the supervision of a member of staff at all times and escorted back to the School Office at the end of their visit where they must be signed out and their badge returned. Visitors working directly with pupils in unregulated activities will have their identity checked and will not be left unsupervised at any time. Visitors working in regulated activity will undergo additional checks with the Bursar.

The Data Protection Act 2018 and GDPR

The above place duties on the School and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Before sharing data, staff must have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Staff need to be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Those staff who need to share 'special category personal data' must be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent; if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The School does not under GDPR, as supplemented by the Data Protection Act 2018, provide pupils' education data where the serious harm test under that legislation has been met. Therefore, in a situation where a child is in a refuge, this could mean that the School can withhold education data under the GDPR and would do so where the serious harm test is satisfied.

Further guidance on information sharing can be found in Working Together to Safeguard Children; Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers; PGHS Data Protection Policy and PGHS Privacy Notice.

[Statutory and other National and Local Guidance can be found in Appendix K](#)

Key staff contacts in the school for implementing this policy

Designated Safeguarding Lead (DSL) is Miss Hannah Lucas (Deputy Head).

Deputy Designated Safeguarding Lead (DDSL) is Mrs Sarah Harney (EYFS Co-ordinator) who works mainly at the Nursery, 85 Wellington Road, Enfield EN1 2PL tel. 020 8292 1419.

Deputy Designated Safeguarding Lead (DDSL) is Mrs Wendy Kempster (Headmistress).

Deputy Designated Safeguarding Lead (DDSL) is Mr Steven Morris (SENCo).

All of the above can be contacted via the School Office at Palmers Green High School, Hoppers Road, London N21 3LJ tel. 020 8886 1135.

The **nominated Governors with a special interest in safeguarding** are Mrs Bronwen Goulding and Mrs Karen Tidmarsh who, in conjunction with the Education Committee, and on occasion an external consultant, undertake a review of the relevant policy and procedures in the School before this policy is formally reviewed by the School Council (Full Board of Governors). The School Council formally reviews the policy annually and it is signed off by the Chair of Governors. One of the nominated Governors meets termly and is available by telephone at any time to discuss and monitor cases with the DSL.

The **Chair of Governors** is Mr Dermot Lewis, who can be contacted via the School Office at Palmers Green High School, Hoppers Road, London N21 3LJ tel 020 8886 1135) or via the Clerk to the Governors, Mrs Angela Monty, tel 020 8886 5803 or 020 8350 1501.

Principles of effective safeguarding

At PGHS it is the responsibility of the Governors and the senior management team to ensure that all staff and volunteers working with PGHS pupils take appropriate steps to:

- protect each pupil from **any** form of abuse, whether from an adult or another pupil;
- support children who are in need of early or additional help or support and to liaise with external agencies in the provision of such help e.g. Child and Adolescent Mental Health Services (CAMHS), through attendance at meetings and through the use of the Common Assessment Framework (CAF) (in Enfield this is known as Enfield Early Help).
- consult with key workers;
- deal appropriately with each suspicion or complaint of abuse;
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that staff and others are not open to false allegations;
- support children who have been abused, in accordance with an agreed child protection plan;
- be alert to the medical needs of children with medical conditions;
- operate robust and appropriate health & safety procedures;
- ensure that School premises are as secure as circumstances permit;
- operate clear and supportive policies on drugs, alcohol and substance misuse;
- ensure that sufficient account is taken of safeguarding issues, such as mental health, body image issues and self-harm, and to facilitate appropriate discussion, support and guidance for pupils and parents across the age range;
- develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area;
- be alert to signs of abuse both in the School and from outside, for example Female Genital Mutilation (FGM); and
- ensure that dealings with pupils are age appropriate, as outlined in staff training sessions.

Practical advice for staff and volunteers

The DSL and DDSs have had additional training and can therefore be used as a resource for accessing early help or making referrals. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (See *KCSIE 2020* for further information about Early Help).

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Information sharing is vital in identifying and tackling all forms of abuse. If in any doubt about sharing information, staff

should speak to the DSL or a DDSL. The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare, and protect the safety, of children. Everyone has a duty to help promote the welfare of children and to ensure their needs are being met. This includes where the threshold for a child protection referral has not been met but where a child still needs further help and support through the School's own pastoral and support system.

All School staff should be prepared to identify children who may benefit from early help. (See Chapter 1 of [Working together to safeguard children](#) for further details about early help and how this can be provided.)

Although referrals are usually managed by the Designated Staff, **anyone** can refer a child to the LSCP if necessary. A member of staff could be called upon to make a referral therefore all staff should be aware of the process for making referrals along with the role they might be expected to play in such assessments. (See [Appendix B](#) for information about how the LSCP will ensure support for all children including a child in need or a child at risk and also *KCSIE 2020*). In the exceptional circumstance that the Designated Staff are all unavailable, a member of staff should ensure that appropriate action is being taken without delay. They should talk to SMT and/or take advice from the LSCP. In this case, any action taken should be shared with the Designated Staff as soon as is practically possible. Staff should not assume that a colleague or other professional will take action and share information that might be critical in keeping a child safe.

All staff, volunteers and Governors should be 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.

Where a child is suffering or likely to suffer significant harm, steps must be taken to protect the child immediately through referral to the LSCP or police. Harm may be as the result of omission (for example failure to meet health needs) or through commission (inflicting harm) or neglect. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others for example via the internet.

What to do if a disclosure is made to you or you suspect that abuse is taking place?

All members of staff have a duty to listen to a child who wishes to disclose information. A child is likely to disclose to someone they trust, and it is important to recognise that the child has placed them in a position of trust; they should be supportive and respectful of the child. Staff are to provide reassurance (without promising confidentiality) and to record the child's statement. They are not to probe or put words into the child's mouth and must avoid leading questions that may be seen to prompt a child into giving the answer they think you want to hear, (such as 'He touched you, didn't he?'). Staff should always ask 'open questions' which give a

child the opportunity to tell you in their own words what may be happening to them in their life. Essential information may also come to light via a child's friend and such referrals must always be taken seriously.

In addition, any member of staff who knows of or suspects an incident of abuse should refer the matter immediately to the DSL or a DDSL. All action must be prompt to avoid any unnecessary delay.

Staff must continue to keep a child's circumstances under review and involve the DSL as required.

[Definitions and possible indicators of abuse are given in Appendix C](#)

When a child wants to confide in you.

In any interview with the child please follow the following guidelines: -

- Listen
- Accept
- Record accurately (what did you hear, feel, say) [Appendix D](#)
- **Immediately refer to the Designated Staff**

In cases of actual or alleged serious harm, the School will immediately inform the LSCP and/or the police.

DO

- Be accessible and receptive
- Listen carefully to what the child says spontaneously
- Observe the child's demeanour
- Take it seriously
- Reassure the child that they are right to tell
- Negotiate getting help and find help quickly from the DSL or a DDSL
- Make careful records of what was said immediately and pass to the DSL/DDSL.

DON'T

- Offer absolute confidentiality or keep secrets
- Jump to conclusions or start an investigation (the duty to investigate rests with other agencies)
- Try to get the child to 'disclose'
- Speculate or accuse anybody
- Make promises you cannot keep
- Confuse physical abuse with normal bruising (e.g. shins/knees).

Good practice is to LISTEN – RECORD – PASS ON

Talking to Children

It is not the responsibility of School staff **to interview** children about alleged abuse or to conduct investigations. That is the role of the LSCP and/or the police who are

legally empowered to act and have specialist training in such matters. However, School staff, in particular the Designated Staff, need to make suitable **enquiries** in order to gain **sufficient information** about whether a referral to the investigative agencies is needed or to agree other forms of early help and support.

Keep in mind that certain children may face additional barriers to telling someone because of their disability, gender, ethnicity and/or sexual orientation.

Do not ask leading questions and prompt only where necessary with open questions. Using the **TED** technique i.e. “tell me”, “explain”, “describe”, may be helpful when talking to children. Although it is acceptable to record any unusual marks or bruises directly seen on a child in the course of normal activities, such as physical education, and to sensitively ascertain how these may have come about, staff must not trigger an investigation including undressing a child. This is solely a matter for other agencies and specialists. In all such circumstances, a report must be made immediately to the Designated Staff. Should a member of staff see marking or bruising, then the diagram, supplied by the Borough of Enfield, which is on the back of the Incident Reporting Form may be useful in describing what they have seen, **BUT UNDER NO CIRCUMSTANCES SHOULD THEY ATTEMPT TO INVESTIGATE OR UNDERTAKE A PHYSICAL EXAMINATION.**

Where the report includes an online element, be aware of searching, screening and confiscation advice (for schools) and UKCIS sexting in schools and colleges advice. **DO NOT VIEW OR FORWARD ILLEGAL IMAGES OF A CHILD.**

If, at any point, a child is in immediate danger or is at risk of harm (‘a child at risk’) a referral should be made immediately to the LSCP and/or the police if a crime has been committed. The referral must be made within 24 hours or one working day.

Remember that if necessary, anybody can whistleblow and make a referral to the external agencies.

Recording Information

Where there are concerns about a child’s welfare, it is essential that accurate, signed and dated records are kept. During the disclosure, staff should make brief notes of what is disclosed and discussed. These initial notes are to be signed, dated and given to the DSL or a DDSL as soon as possible. Within 24 hours the Incident Reporting Form in [Appendix D](#) is to be completed and given to the DSL or a DDSL.

The records need to document every aspect of the case as it develops, including grounds for initial concern and, where appropriate, descriptions of any marks, or injuries to the child, worrying or changes to behaviour, records of interviews, and any other relevant evidence.

Designated Staff are responsible for collating reports and notes from those involved in the case. The Designated Staff should not necessarily collect further statements

from the child, but ask the person who initially listened to the child to record what was said.

What happens next?

The Designated Staff will liaise with and support the LSCP, LADO or the Police as appropriate. Other colleagues may be informed, but only if it is felt necessary in order to safeguard the child; the focus is on maintaining strict confidentiality. If the Designated Staff, or any other referrer, feel that there is inaction by the authorities or no improvement in the child's situation, they are to consider following local escalation procedures.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. In some cases, the parents' knowledge and consent to the referral are appropriate, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and in individual cases advice from the LSCP team managers will need to be taken.

If it is feared that the child might be at immediate risk of leaving School, take advice from the LSCP. Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, the LSCP should be updated and the Police should be contacted immediately.

All incidents will be recorded by the Designated Staff following current advice/procedures and **all such information will be kept in a secure, confidential file separate from the child's main school file. Access will be confined to Designated Staff.**

Child protection records are reviewed regularly by the DSL to check whether any action or updating is needed. The DSL must challenge inaction and reassess any cases that require on-going support. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

When a child transfers schools, their records are to be transferred. If there is child protection material, this is transferred via a physical handover separately and directly to the DSL in the receiving school, with any necessary discussion or explanation taking place. A record is kept of the date of the file transfer and of the person to whom it is transferred. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to transfer the confidential records. This would include taking a copy of the files, informing the DSL of the new school that the records are being sent and ensuring that the new school confirms receipt of the files. Files requested by other agencies, for example, the Police should be copied.

Information will also be kept of the School's engagement in all promotion of welfare and child protection processes such as referrals to the LSCP/police, CAFs/EHFs, strategy meetings and case conferences.

Dealing with allegations against Staff, Governors or Volunteers

The School has procedures for dealing with allegations against staff, Governors or volunteers that aim to strike a balance between the need to protect children from abuse and the need to protect staff, Governors or volunteers from malicious or unfounded allegations. These procedures follow the guidance in part 4 of *KCSIE 2020*. Staff should also refer to the PGHS Whistleblowing Policy. Full details of these procedures are set out in [Appendix E](#).

[Appendix G](#) of this policy gives guidance to staff on how to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

The local authority has designated officers involved in the management and oversight of allegations against people who work with children (LADO). The LADO will be informed immediately (or within 1 working day) of all allegations against staff, Governors or volunteers. See [Appendix J](#) for the role of the LADO.

All issues raised and actions taken will be fully recorded and safely held. All matters will be handled in the context of the LSCP protocols for information sharing.

The School has a duty of care towards its employees and will ensure effective support is provided for anyone facing allegations of harm to children. The School will follow the procedures set out in part 4 of *KCSIE 2020* and the Schools' own procedures.

With reference to Disqualification under the Childcare Act 2006 and the 2018 regulations, the School must inform Ofsted (not ISI, although ISI can be copied in) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

Ceasing to use Staff, Governors or Volunteers

If the School ceases to use the services of staff, Governors or volunteers because they are deemed to be unsuitable to work with children a settlement/compromise agreement will not be entered into and a referral will be made to the Disclosure and Barring Service (DBS) as soon as practicable, subject to the criteria for a referral being met. It will be for the DBS to determine any next steps or actions. Any such referrals will also be presented to the Governors without delay to enable them to exercise their oversight duties. The same process will be followed where there is an allegation of concern about conduct towards children and the member of staff, Governor or volunteer tenders their resignation, or ceases to provide a service.

The DBS address for referrals is to be found on the referral form. Telephone Number is 03000 200 190. The website link is

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>.

Where a teacher has been dismissed for professional misconduct, or would have been dismissed had they not resigned, and for whom a prohibition order may be appropriate because he or she is considered unsuitable to work with children, a separate referral will be made to the Teaching Regulation Agency (TRA).

See [Appendix F](#) for guidance on handling unfounded or unsubstantiated allegations.

Specific Safeguarding Issues

The School should be aware of contextual safeguarding information whilst being alert to other forms and sources of harm to a child, and take into account emerging issues in the local community. Staff should also be aware that changes in pupil behaviours may be linked to a range of concerns such as drug taking, alcohol abuse, truanting and youth-produced sexual imagery. These changes must be acted upon as they may indicate that a child is at risk of harm and in need of help and support.

Issues might include (but not exclusively):

- Bullying including cyber-bullying
- Children missing from education
- Children missing from home or care
- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- County lines
- Domestic violence
- Drug or alcohol abuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence / violence against women and girls (VAWG)
- Hate
- Honour-based violence
- Looked after and previously looked after children
- Mental health issues
- Peer on peer abuse
- Radicalisation (reference to 'Prevent')
- Relationship abuse
- Sexual violence and sexual harassment between children

- Serious Violence
- Trafficking
- Upskirting
- Youth-Produced Sexual Imagery (formerly sexting)

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. (See *KCSIE 2020* for specific links and some additional information in the next section of this policy).

Children with Special Educational Needs and Disabilities

Children with special education needs and disabilities (SEND) can face additional safeguarding challenges. Staff and volunteers should be aware that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Children missing education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which in turn may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

All PGHS pupils are placed on the School's Admission and Attendance registers. School staff should follow the School's procedures for dealing with pupils who are absent, or missing from education, particularly on repeat occasions.

The School has a duty to report certain attendance issues to the local authority: pupils who are regularly absent from School or have missed 10 or more consecutive school days without permission.

The School must notify the local authority when a pupil's name is going to be deleted from the Admission Register at a non-standard transition point, the grounds of which are set out in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006. These include, but are not limited to; when the pupil has been taken out of School to be home educated; when the family has apparently moved away; when the pupil has been certified as medically unfit to attend; when the pupil is in custody for more than four months or when the pupil has been

permanently excluded. The duty arises as soon as the grounds for deletion are met and in any event before deleting the pupil's name.

Where a pupil has not returned to School within 10 school days after authorised absence, or after 20 school days unauthorised absence (in both cases, in the absence of illness or other unavoidable cause) the pupil can be deleted from the Admissions Register when the School and the local authority have jointly made reasonable enquiries as to the pupil's whereabouts and failed.

The School must inform the local authority within five days when a pupil's name is added to the Admission Register at a non-standard transition point.

School staff will also follow the School's EYFS Missing Pupil Policy.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; or
- children who miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18

years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Cyber-bullying

Cyber-bullying is any form of bullying that takes place online through a computer or other electronic device. The Cyberbullying Research Centre website can be accessed at www.cyberbullying.org/

Cyber-bullying involves social media sites such as *Snapchat and Instagram*, emails, mobile phones and hand-held digital devices used for SMS, photo messaging and

instant messaging. This list is not exhaustive. There is a growing concern that children accessing 'gaming' sites and VoIP software where they may form inappropriate links to other people including children and adults are at risk. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

The School has an ICT Acceptable Use Policy for Staff and the ICT Acceptable Use Policy for Pupils, including instructions regarding safe use of the internet. Certain websites are blocked by the School's filtering system and the School reserves the right to monitor pupils' use of electronic media when in School.

The School may impose sanctions for the misuse, or attempted misuse of the internet. Guidance on keeping safe online and the safe use of social media sites and cyber-bullying is given in assemblies, ICT and PSHE lessons. Aspects covered include advice on blocking and removing entries on contact lists and on keeping names, addresses, passwords, mobile phone numbers and other personal details safe. In addition, [CEOP](#) resources are used as appropriate and information sessions for pupils and parents are led by internal and external trainers.

Mobile phones, cameras and tablets

Mobile phones belonging to pupils must be handed in on entry at the beginning of the school day. Mobile phones are not permitted to be used in School – except where their use has been specifically sanctioned by staff for educational purposes during lesson time. Pupils are not allowed to bring personal digital devices such as iPads, smart watches, including Fitbit Charge, to School.

The use of cameras on mobile phones and tablets by staff and pupils is not allowed in School unless officially sanctioned and specifically approved by SMT and in accordance with School policy.

Mobile phone, cameras and tablets are never to be used in changing areas and washrooms.

Further information is given in the Use of Mobile Devices in EYFS Policy.

So-called 'Honour Based' Violence (including FGM and Forced Marriage)

So-called 'honour based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and /or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in

relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

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. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

There is a range of potential indicators that a girl may be at risk of FGM and staff should be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Whilst all Staff should speak to the DSL/DDSL with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and the LSCP will be activated.

This duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. A summary of the FGM mandatory reporting duty can be found here: [FGM Fact Sheet](#).

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A Forced Marriage is one entered into without the full and free consent of one or both parties and where violence, threats and any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Some communities use religion and culture as a way to coerce a person into marriage. A lack of full and free consent can be where a person does not consent or where they cannot consent (if, for example, they have learning disabilities).

The Forced Marriage Unit has published Multi-agency guidelines (See *KCSIE 2020* for hyperlink.) Contact details for the Forced Marriage Unit are in [Appendix A](#).

Radicalisation and Extremism ('Prevent' Duty)

Radicalisation is defined in the Prevent Strategy as 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism.'

Extremism is defined in the Prevent Strategy as 'vocal or active opposition to Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.'

Children are vulnerable to extremist ideology and radicalisation. The School will have due regard to the need to prevent people from being drawn into terrorism. Further guidance can be found in the 'Revised Prevent duty guidance: for England and Wales', 2015. (See *KCSIE 2020* for the hyperlink.) The Government has launched the 'educate against hate' website to provide information, tools and resources to enable people to recognise and address extremism and radicalisation in young people.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. If a member of staff has a concern that a pupil may be at risk, they should follow the School's normal safeguarding procedures, including discussing their concerns with the DSL. The DSL will take advice from the Enfield Prevent Team on **020 8379 6137**.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The Channel police practitioner will make an initial assessment from the information provided. If the young person's needs do not meet the thresholds for support from Channel, they may be directed to safeguarding and support services.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk. The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm, or a security incident, in which case normal emergency procedures should be followed.

The DSL exercises due diligence in relation to external speakers using the School premises. Each speaker is researched on the internet to establish whether they have demonstrated extreme views/actions. Permission for people or organisations to use the School premises if they have links to extreme groups or movements will be denied.

The School will seek to promote pupil awareness about radicalisation through discussions in PSHEE/RE and other lessons across the curriculum. The aim is to equip pupils with the appropriate capabilities to build personal resilience and develop a positive sense of identity.

[See Appendix C for possible signs of vulnerability to radicalisation.](#)

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or

new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Peer on Peer Abuse - abuse of one pupil by another pupil or other pupils

If a pupil accuses another pupil, or group of pupils of any form of abuse or bullying – for example, physical, emotional, cyber, sexual violence, sexual harassment, youth-produced sexual imagery, gender based violence, initiation/hazing type violence and rituals and upskirting - the matter must be referred to the Designated Staff, who will follow pastoral and safeguarding procedures and if necessary, refer to the LSCP for advice and guidance.

The School has policies and procedures in place to minimise the risk of peer on peer abuse which include Antibullying, Behaviour, ICT Acceptable Use and Online Safety policies. There is supervision of pupils when they are not in lessons and personal mobile devices are not allowed in School.

Abuse is abuse and should never be tolerated or passed off as banter, just having a laugh or part of growing up. All peer on peer abuse is unacceptable and will be taken seriously. It is recognised that girls are more likely to be victims and boys perpetrators. In addition, SEND pupils are more vulnerable than other children to peer on peer abuse.

The pupil(s) against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policies on, for example, behaviour and bullying will apply.

The School will take advice from the LSCP on the arrangements for investigation of such allegations and will take all appropriate steps to ensure the safety and welfare of pupils involved, including the pupil or pupils accused of abuse, and they should all be considered to be 'at risk'.

If the abuse reaches a legal threshold and it is necessary for a pupil, victim or perpetrator, to be interviewed by the police in relation to the allegations of abuse, the School will ensure that, subject to the advice provided by the relevant agencies, parents are informed as soon as possible and that the pupil is given suitable help and support.

If it emerges that a child is being bullied by a sibling, who may not be a pupil, then the School will inform the child's parents of its concerns unless there is the potential that this might compromise the child's safety. In these circumstances further professional guidance will be sought. If the problem persists and the pupil continues to be the victim of abuse, the School will refer its concerns to the LSCP and/or the police.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. They can occur online and offline (both physical and verbal) and are never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. It is important that all victims are taken seriously and offered appropriate support. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The matter must be referred to the Designated Staff, who will follow pastoral and safeguarding procedures and if necessary, refer to the LSCP for advice and guidance. (See section ‘Abuse of one pupil by another pupil or other pupils’ and *Part 5 KCSIE 2020* for further information and guidance).

Upskirting

Upskirting involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. It should be noted that upskirting can happen to people of any gender.

Youth-Produced Sexual Imagery (Sexting)

Staff should be aware that incidents of youth-produced sexual imagery being sent or received are becoming increasingly common and that when a child sends such an image they may be leaving themselves vulnerable to exploitation by third parties and breaking the law. In addition, there is increasing evidence that such activity may result in depression, self-harm and in extreme cases suicide. Such incidents will always be treated as a safeguarding concern. Further information can be found in the PGHS Youth-Produced Sexual Imagery policy.

Notification of parents’ and pupils’ rights to complain

Whether or not the School decides to refer a particular complaint to the LSCP and/or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the LSCP or the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers.

Summary

This policy should be used in conjunction with the following School policies (available on the School website or from the School Office):

Bullying

Behaviour

Online safety

Use of Mobile Devices in EYFS

KCSIE part 1 and Annex A (September 2020)

Health and Safety

Missing Child

Recruitment, selection and disclosures policy and procedures

Staff Code of Conduct

Whistleblowing

Youth-Produced Sexual Imagery (formerly Sexting)

Continue for Appendices

Appendix A - Key Contacts

Barnet's Local Authority Designated Officer (LADO)	020 8359 4066
Barnet Multi Agency Safeguarding Hub (MASH)	020 8359 4066
CAMHS Enfield:	020 8379 2000 or 020 8360 6771
Enfield Designated Officer (LADO)	020 8379 2850 or 0208 379 4392 safeguardingservice@enfield.gov.uk
Enfield Emergency Duty Team (out of hours from 5pm – 9am)	020 8379 1000 select option 2
Enfield Local Safeguarding Children Board	020 8379 2767
Enfield MASH	020 8379 5555 childrensmash@Enfield.gov.uk
Haringey LADO	020 8489 2968 / 1031 / 5432 / 3205 LADO@haringey.gov.uk
Haringey MASH	020 8489 4470 mashreferral@haringey.gov.uk
Haringey (out of hours)	020 8489 0000
Hertfordshire CAMHS Emergency (8am – 5pm)	01438 845 253 01438 843 322
Hertfordshire Designated Officer (previously LADO)	01992 555 420
Hertfordshire MASH	0300 123 4043
OFSTED General Enquiries Whistleblowing helpline	0300 123 1231 0300 123 3155

PGHS Chair of Governors
Contact via the School Office 020 8886 1135
or via the Bursar 020 8886 5803

CONTACT DETAILS FOR PREVENT

Police Anti-terrorism hotline 0800 789 321

Non-emergency advice for staff / Governors: Email given below
Email: counter-extremism@education.gov.uk

DfE dedicated telephone helpline 0207 340 7264
(for staff and Governors):

Local Authority Prevent Lead

Enfield (via LA Community Safety Unit) 020 8379 4085/6137
Email: sujeevan.ponnampalam@Enfield.gov.uk

Barnet (via MASH) 020 8359 4066

Haringey (via MASH) 020 8489 4470
Email: prevent@haringey.gov.uk

Hertfordshire (via MASH) 0300 123 4043

Local Police Force 101

CONTACT DETAILS FOR FGM

Local Police Force 101

Helpline for advice 0800 028 3550
Email: fgmhelp@nspcc.org.uk

CONTACT DETAILS FOR FORCED MARRIAGE

Forced Marriage Unit 020 7008 0151
Email: fm@fco.gov.uk

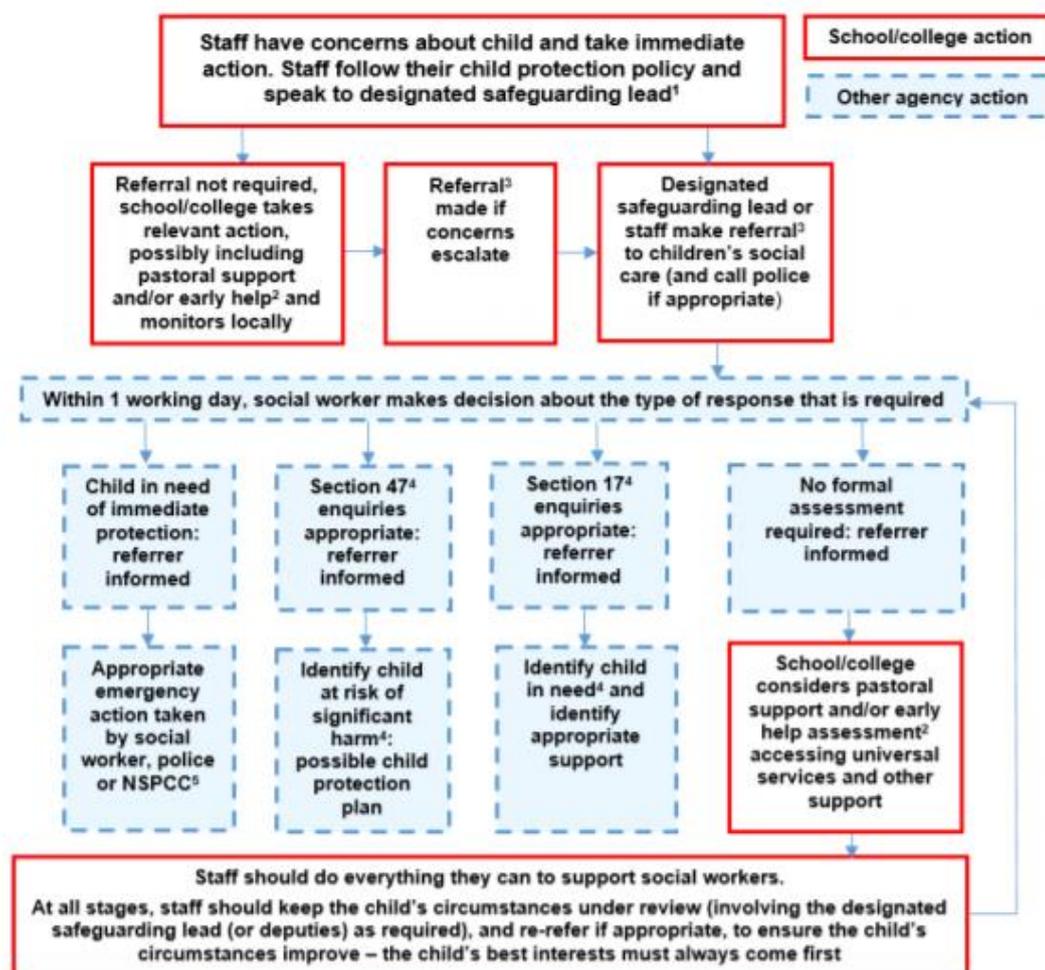
CONTACT DETAILS FOR NSPCC Whistleblowing advice line for professionals

Advice line for anyone concerned about how workplace Child Protection issues are being handled. Whistleblowing helpline or email: help@nspcc.org.uk

NSPCC Whistleblowing Helpline (8am-8pm Mon-Fri) 0800 028 0285
NSPCC 24 hour emergency service 0808 800 5000

Appendix B – Actions where there are concerns about a child

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Child in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Child suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Appendix C - Definitions and possible indicators of harm or abuse to children (but are not limited to):

The following is a guide to recognising abuse. It is not exhaustive and staff must avoid falling into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined. An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse.

- the pupil says they have been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
- the pupil loses or gains weight;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by their parents or carers.

Definition of Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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.

Possible signs of Physical Abuse

Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes, someone burns a child, perhaps by holding a part of the body against something very hot or by scalding.

Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport.

Responsible staff need to be especially concerned about:

- Injuries which do not match the explanation given for them
- Bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- Bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- Burns or scalds with clear outlines
- Bite marks and bruises like love-bites
- Bruising in or around the mouth.

Definition of 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 cyber bullying), 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.

Possible signs of Emotional Abuse

This form of abuse may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm.

Responsible staff should be especially concerned about a child who:

- Is continually depressed and withdrawn
- Runs away or who is frightened to go home
- Is persistently blamed for things that go wrong
- Is made to carry out tasks inappropriate to their age
- Is not allowed to do normal childhood activities
- Displays excessive fear of their parents or carers
- Is excessively clingy and tearful

Definition of 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.

Possible signs of sexual abuse

Sexual abuse occurs when someone engages a child in sexual activity, to fulfil their own sexual desires, which the child may not really understand and to which the child is not able to give informed consent. The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force.

Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- Exhibits sexually explicit behaviour
- Has inappropriate sexual knowledge for their age
- Attempts suicide or self-inflicts injuries
- Repeatedly runs away from home

Definition of 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.

Possible signs of neglect

Neglect can result when adults are unable to, or fail to, meet the physical or emotional needs of the children they are responsible for. All children need adequate food, clothing, warmth, love and attention to grow and develop properly. If they do not receive enough of any of these, their growth and development may suffer and they may even become disabled. Children may also be neglected when carers do not ensure that they receive proper medical care

Responsible staff should be especially concerned about a child who:

- Is constantly hungry, greedy or stealing food
- Has lingering illnesses, which have not been treated

- Is continually smelly, scruffy and dirty
- Is often dressed in inadequate or unsuitable clothing for the weather conditions
- Suffers repeated accidents, suggesting a lack of proper supervision
- Is constantly tired
- Does not respond when given attention or, on the other hand, one who craves attention and affection from any adult

Possible signs of vulnerability to radicalisation include:

Identity

- the pupil is distanced from their cultural/religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- a pupil may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- a pupil may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

- migration;
- local community tensions; and
- events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

Unmet Aspirations

- the pupil may have perceptions of injustice;
- a feeling of failure;
- a rejection of civic life.

Experiences of Criminality

- involvement with criminal groups;
- imprisonment; and
- poor resettlement/reintegration on release.

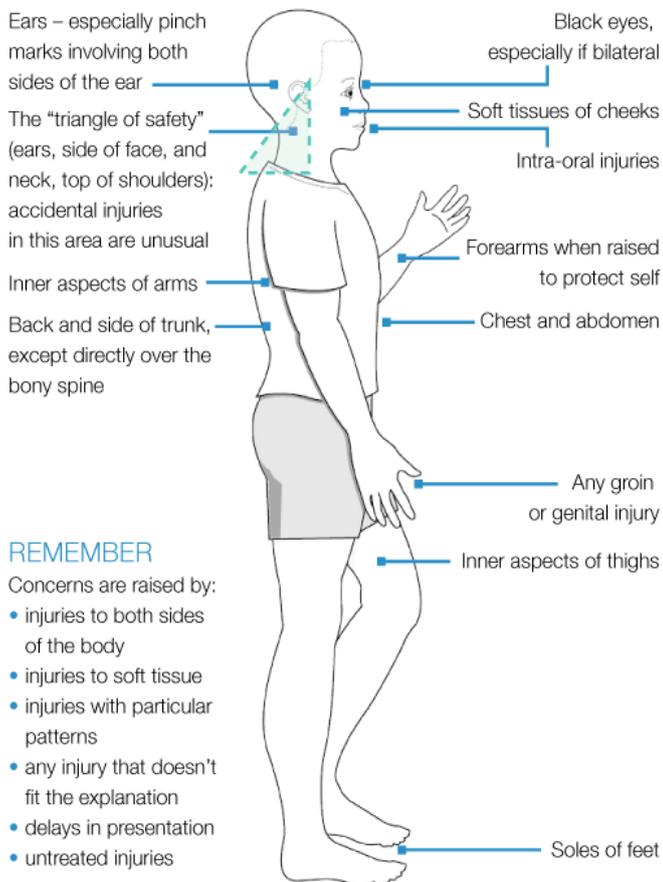
Appendix D - Incident Reporting Form

Pupil's Name:	Date of Birth:
Date:	Time (of writing this record):
Name (print):	
Signature:	
Job Title:	
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (If recording a verbal disclosure by a child use their words)? Where? When (date & time of incident)? Any witnesses?	
Professional opinion where relevant (how and why might this have happened?)	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (Factual)	

Check now to make sure your report is clear – and will be clear to someone else reading it next year.

NEVER UNDERTAKE A PHYSICAL EXAMINATION OF A CHILD.

Typical features of non-accidental injuries (injuries that should raise concerns)

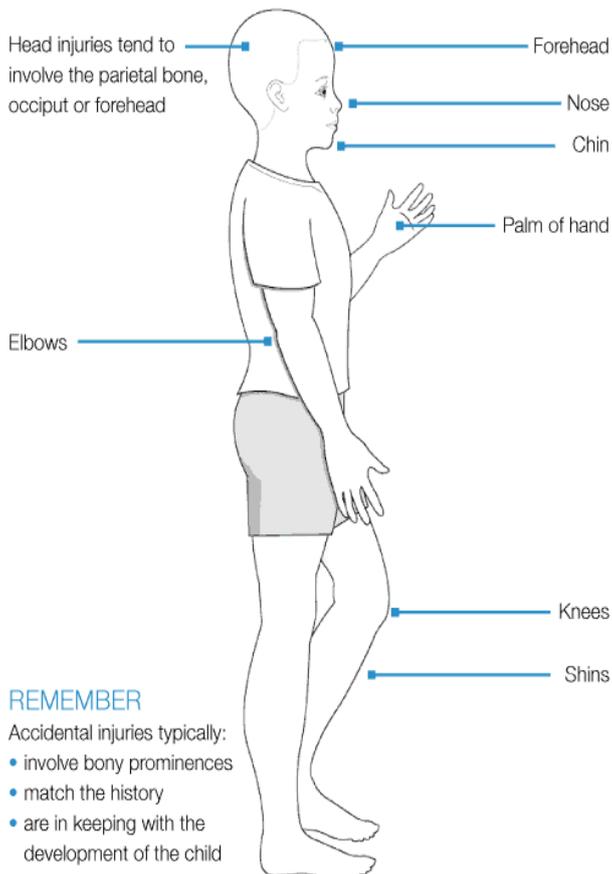


REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries

Typical features of accidental injuries



REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child

Non-accidental Injuries

Bruises likely to be:

- Frequent
- Patterned e.g. finger and thumb marks
- Old and new in the same place (note colour)
- In unusual position (see chart)

Consider:

- Developmental level of child and their activities
- May be more difficult to see on darker skins

Burns and scalds likely to be:

- Clear outline
- Splash marks around the bum area
- Unusual position e.g. back of hand
- Indicative shapes e.g. cigarette burns, bar of electric fire

Injuries suspicious if:

- Bite marks
- Fingernail marks
- Large and deep scratches
- Incisions e.g. from blade

Fractures likely to be:

- Multiple – healed at different time consider:
- Age of child always suspicious in babies under two years old
- Delay in seeking treatment

Sexual abuse may result in:

- Unexplained soreness, bleeding or injury to genital or anal area
- Sexually transmitted diseases e.g. warts, gonorrhoea

Accidental Injuries

Bruises likely to be:

- Few but scattered
- No pattern
- Same colour and age

Consider

- Age and activity of child e.g. learning to walk
- May be confused with birthmarks or other skin conditions (e.g. Mongolian blue spot)

Burns and scalds likely to be:

- Treated
- Easily explained
- May be confused with other conditions e.g. impetigo, nappy rash

Injuries likely to be:

- Minor and superficial
- Treated
- Easily explained

Fractures likely to be:

- Of arms and legs
- Seldom of ribs except for road traffic accidents
- Rare in very young children
- May rarely be due to 'brittle bone syndrome'.

Genital area:

- Injury may be accidental (seek expert opinion)
- Soreness may be nappy rash or irritation e.g. from bubble bath

Anal soreness may be due to constipation or threadworm infestation.

Parental attitude is important in assessing all of the above – when a child is suffering severe and painful injury most would seek medical help

Appendix E - Allegations of Abuse against a member of staff including Designated Staff or a volunteer

Allegations that a member of staff has abused a pupil or pupils either inside the School premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation is any case where it is alleged that a teacher or member of staff (including a volunteer) has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Any allegations against staff or volunteers must be reported to the Headmistress who will contact the LADO and take advice.

Any allegation against the Headmistress must be reported to the Chair of Governors, who will contact the LADO and take advice. The Headmistress must not be informed.

Support for the member of Staff

The School has a duty of care towards all its staff and will ensure that they provide effective support for anyone facing an allegation and provide the member of staff with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

The First Response

The School will respond promptly and sensitively to all legitimate concerns regarding staff conduct or behaviour. Actions will include:

- Contacting the LADO immediately of any allegation that comes to the School's attention before any investigation takes place and within one working day. In borderline cases these discussions can be held informally and without naming the individual.

- In cases of serious harm, the police will be informed from the outset.
- Taking any allegation of abuse, involving a member of staff, very seriously.
- Establishing the facts before jumping to any conclusion.
- Informing the member of staff concerned of the allegation that has been made, and advise them to contact their Trade Union or Professional Association for advice and support, **unless the School has been asked by the LADO or the police not to inform the member of staff.**
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case the School will contact the LSCP before making contact. **The School must not delay in reporting an allegation to the LADO in order to contact parents since parental consent is not required.**
- Ensure that the child concerned does not have any contact with the accused staff member.

The Next Step

There may be up to 3 strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by the LSCP about whether a child is in need of protection or in need of services;
- consideration by the School of disciplinary action in respect of the member of staff.

Confidentiality

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with the Authorised Professional Practice published by the College of Policing, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, for example, an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.) The system of self-regulation, overseen by the Press Complaints Commission, also provides safeguards against the publication of inaccurate or misleading information.

Supply Teachers

In the circumstance where an allegation is made against an individual not directly employed by the School, the School will still usually take the lead to ensure allegations are dealt with properly. The School will not decide to cease using a supply teacher without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors will discuss with the employment agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Support for the Pupil

Our priority is to safeguard the young people in our care. The School will give all the support that they can to a pupil who has been abused. The Headmistress and Deputy Head will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, or other agencies involved to identify the support strategies that will be appropriate.

Suspension

Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative. Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about their conduct. Even so, it is a serious step, and the School will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child.
- The allegations are so serious as to constitute grounds for dismissal, if proven.
- The police are investigating allegations of criminal misconduct.

The School recognises fully that it has a duty of care towards all of its staff, and will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending them.
- Keep them informed of progress of the investigation.

Any member of staff who is invited to a meeting where the outcome is likely to result in their suspension, is entitled to be accompanied by a friend or Trade Union representative.

Alternatives to Suspension

The School will take advice from the LADO as to whether an alternative to suspension might be appropriate.

Possibilities include:

- Sending the member of staff on leave,
- Giving them non-contact duties,
- Ensuring that a second adult is always present in the classroom with them.

Length of Investigatory Process

The School recognises that everyone's interests are served by completing any investigatory process as swiftly as possible. The School will not unduly delay, but no guarantee can be given about the length of an investigation.

Record Keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

Appendix F - Handling False, Unfounded or Unsubstantiated Allegations

The Child

A child who has been the centre of false, unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. The School will liaise closely with the LSCP to set up a professional programme that best meets their needs, which may involve the Child and Adolescent Mental Health Services and an educational psychologist. The School will be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; the School needs to be sensitive to the possibility that the aftermath of a false or unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the member of staff concerned. In such circumstances, the School may conclude that it is in the pupil's best interests to move to another school. The School would do its best to help them to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of a false, unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun them on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, the School recognises that they are likely to need professional and/or emotional help. The School will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the School community. A short sabbatical or period of re-training may be appropriate.

Appendix G - Guidelines for Staff Conduct

In addition to the PGHS Staff Code of Conduct this section gives additional advice and clarification regarding interaction with pupils in a variety of circumstances. The Staff Code of Conduct is available from the School Office at Palmers Green High School, Hoppers Road, London N21 3LJ tel. 020 8886 1135.

There has been widespread concern about the increase in false or malicious accusations of child abuse brought against teachers by children and/or their parents. Once an accusation has been made, it must be investigated by the School and the police and child services may be involved, depending on the nature and severity of the alleged offence. The staff (or volunteer) concerned may be suspended from duty or involvement, and people in this situation inevitably feel isolated and powerless.

Physical contact with pupils

A member of staff should never stand in the shoes of the parent to provide physical comfort. Staff should be very wary of any demonstration of affection in the light of the complaints that can be made against school staff. There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a member of staff has to respond to a child's own needs:

Musical and sporting activities

In instrumental lessons and during sport, teachers may have to come into close physical contact with a pupil. Wherever possible however, contact should be avoided.

Disciplining of pupils

Corporal punishment had been abolished in all maintained schools by the Education (No 2) Act 1986. The School Standards & Framework Act of 1998 extended this ban to Independent Schools. Staff at Palmers Green High School should never use physical force in the disciplining of pupils, including those in the EYFS.

Detention

After school detentions are held by, or must be approved by, the Headmistress so that appropriate notice can be given to parents and all detentions must be logged. Any transport difficulties and changes to arrangements for the child to be collected, must be taken into account.

Whilst it is unlikely that staff would consider a blanket whole class detention, staff should be aware that such blanket detention of a whole class could result in the member of staff and the School being accused of false imprisonment.

When running a departmental detention, members of staff must liaise with the Head of Department and then seek to:

- Ensure that they are not alone with a pupil in an isolated part of the building
- Hold detentions close to where other adults are nearby
- Never put themselves in a small confined space alone with a pupil.

Use of Reasonable Force to avert an immediate danger

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When an emergency arises action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property. Where violence is taking place or is about to take place, staff should:

- a) wherever possible, first try to speak with the pupils in an effort to calm the situation;
- b) where violence has begun, a sole member of staff is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others;
- c) once another member of staff is in the vicinity, then they can attempt to separate the pupils and to calm the situation;
- d) the importance of the presence of another member of staff is twofold: firstly, the two members of staff are a witness to each other's actions if any allegations of assault were subsequently made by pupil or parent, and secondly, another member of staff may reduce a risk of bodily harm.

Where physical intervention has been necessary a record should be made on an Incident Reporting Form. SMT and parents should be informed of the action that took place.

Further advice can be found at [Use of reasonable force](#)

First Aid

Naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid:

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy.

Always record very accurately any First Aid used on the Accident Forms available stating which parts of the body were touched. If at all possible have this witnessed and signed by another adult.

School Visits - Self Protection

Also refer to the Educational Visits Policy. If it is an overnight trip, staff should always try to:

- check rooms in pairs
- avoid taking a child or children into a staff bedroom
- avoid going into the toilet alone with children, but inform another staff member if it is necessary to do so.

When taking children on an outing, be aware of how you appear to the public when dealing with the children. In one county a special needs teacher was reported for 'abusing' a child by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of children. All members of staff should carry identification when on journeys with children.

General Guidance on Self Protection

If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that the Designated Staff are made aware immediately. As it could be a totally innocent touch, do not make the child feel guilty. Be aware that the behaviour might be an imitation of abuse that the child has suffered.

However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

Do not place yourself in a situation where you are spending excessive amounts of time alone with one child away from other people. If you tutor a pupil, ensure that the door to the room is open. Tell another staff member if you are going to see a child on your own.

Be aware of inappropriate electronic communication with a child. If you have any concerns, refer to the School's ICT Acceptable Use Policy.

Never do something of a personal nature for children that they can do themselves. Be mindful of how and where you touch children (only if absolutely necessary). Be careful of extended hugs (and kisses on the mouth) from children. (This might be particularly relevant to those working with children with special needs.) This guideline is important not only for your protection but for the children as well.

If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

Never keep suspicions of inappropriate behaviour or abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence.

All incidents of concern must be reported to the Designated Staff and an Incident Reporting Form completed.

Appendix H - Roles and Responsibilities of the Designated Safeguarding Lead (DSL) and in their absence the Deputy DSL

The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. **The DSL takes the lead responsibility** for safeguarding and child protection and is the first point of contact for liaison with and the provision of information to the Local Authority. The **DSL (or a deputy)** should always be available during School hours during term time for staff in the School to discuss any safeguarding concerns.

The role of the Designated Safeguarding Lead and other Designated Staff includes:

Managing referrals to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Working with others to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headmistress to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own

role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measure the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, and at least annually.

Raising Awareness

- ensure the school's Child Protection and Safeguarding policies are known, understood and used appropriately;
- ensure the school's Child Protection and Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the Child Protection and Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the new child arrives.

Appendix I - Information for Parents

PGHS understands the importance of having good systems for protecting children and safeguarding their welfare during all the activities which the School undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The School has a Child Protection and Safeguarding policy.

It is important for parents to be aware that:

- Staff and volunteers in the School have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional and neglect.
- In some cases, the School is obliged to refer children to the LSCP, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between School staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the School has referred their child to the LSCP if it is thought that this might put the child at risk.
- The LSCP tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused, you can contact the LSCP. If you think the abuse may have happened in School, contact the Headmistress. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If PGHS staff need to express concerns about a child or refer a child to the LSCP, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and PGHS staff – try to discuss these matters as calmly and sensibly as possible.
- Anyone who has a concern about a child's wellbeing can make a referral at any time.

Appendix J - Role of the LADO

The role of the LADO is set out in *Working Together to Safeguard Children (2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and LSCP Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

Appendix K - Statutory and other National and Local Guidance

A range of documents, circulars and guidance for safeguarding children underpins practice at PGHS. Most importantly, this policy is enacted in accordance with locally agreed inter-agency procedures (London Borough of Enfield). Our local safeguarding board, and the one to which the School makes primary contacts for advice and guidance, is Enfield, but because of our wide catchment area we also have established contacts with Hertfordshire, Barnet and Haringey. (see Appendix A for contact numbers).

Key documents, which inform this policy, include:

- [The Children Act 1989](#)
- [Keeping Children Safe in Education September 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [Disqualification under the Childcare Act 2006](#)
- [Counter-terrorism and Security Act 2015 \(and guidance\)](#)
- [Statutory Framework for the Early Years Foundation Stage](#)
- [London Safeguarding Children Board Child Protection procedures – 5th edition 2017](#)
- [Education Act 2002 – Section 157](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Preventing and Tackling Bullying 2017](#)
- [Cyber-bullying: advice for head teachers and school staff \(2014\)](#)
- [Statutory guidance on children who run away or go missing from home or care \(January 2014\)](#)
- [What to do if you're worried a child is being abused advice for practitioners \(March 2015\)](#)
- [PGHS Staff Guidelines – see Appendix G - Guidelines for staff conduct.](#)
- [Information Sharing 2018](#)
- [Teaching Online Safety in School](#)