



RHODES AVENUE PRIMARY SCHOOL

Rhodes Avenue Primary School

Safeguarding and Child Protection Policy

Governor Responsible	Katy Jackson
Status	Statutory
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Review period	Annual
Signed	

**Rhodes Avenue Primary School
Rhodes Avenue N22 7UT
Safeguarding Policy
Updated: September 2018**



**RHODES AVENUE
PRIMARY SCHOOL**

Key Contact at Rhodes Avenue Primary School

Head teacher:

Name: Mr Adrian Hall

Designated Safeguarding Lead:

Name: Ms Emel Ali

Deputy designated Safeguarding Lead:

Name: Ms Emily Gazzard

Nominated Governor for Safeguarding:

Name: Ms Katy Jackson

London Borough of Haringey – Local Authority Contacts

Key Contacts:

**Children's Social Care (Haringey Children and Families (Previously First Response)
Single Point of Access - Tel: 020 8489 4592 / 5762 / 5652 / 4582**

Emergency – Out of Hours Duty Team – 020 8348 3148 (5.00pm – 09.00am)

Local Authority Designated Officer – 020 8489 2968 / 1186 lado@haringey.gov.uk

Child Protection Advisor (Allegations against professionals) 020 8489 1192

Haringey Local Safeguarding Children's Board – 020 8489 1472 lscb@haringey.gov.uk

1 PURPOSE OF POLICY

Rhodes Avenue is committed to delivering good outcomes for pupils by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

In line with the Education Act 1989/2002, the school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those pupils who are most disadvantaged
- providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- promoting partnership working with parents and professionals.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including governors. It is consistent with the local safeguarding children's board (LSCB) procedures.

Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation:

- Keeping children safe in education: statutory guidance for schools and colleges (2018)
- Working Together to Safeguard Children (2015) statutory guidance
- London Child Protection Procedures, 5th Edn.(2015)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Children and Families Act 2014

Keeping children safe in education is our priority.

Keeping Children Safe in Education (2018)

The Department for Education (DfE) has published an updated version of the statutory guidance Keeping children safe in education (2018), which revises and replaces the 2016 guidance. This came into force for schools in September 2018. It sets out what schools in England must do to safeguard and promote the welfare of children and young people under the age of 18.

Summary of changes:

Part one: Safeguarding information for all staff

The role of the Designated Safeguarding Lead (DSL)

This section now provides clearer information about the role of the Designated Safeguarding Lead and their deputies. For example, the section now states that the identity of the DSL and any deputies should be shared at induction.

Policies within school

The new guidance states that all staff should be aware of systems within their school or college which support safeguarding. These systems should be explained to them as part of the staff induction. The behaviour policy has now been included in this mandatory list that have to be explained at induction. The list is now updated to include:

- The child protection policy
- The behaviour policy
- The staff behaviour policy (sometimes called a code of conduct)
- The safeguarding response to children who go missing from education

Female Genital Mutilation (FGM)

The paragraph on FGM clarifies that it is a legal requirement on teachers to report concerns.

Part two: The management of safeguarding

Peer-on-peer abuse

Peer on peer abuse is one of the key themes of changes in KCSIE 2018. Changes have been made to part two, paragraph 90, to reflect the importance of child protection policies reflecting peer-on-peer abuse.

Contact numbers

The new guidance states that where reasonably possible, schools should have more than one emergency contact number for students.

Safer recruitment

The guidance now clarifies that at least one of the interviewers when interviewing for new staff has completed safer recruitment training.

Designated Safeguarding Leads (DSLs)

The role of the DSL should be clear. This will include who the DSL should be, the responsibilities of the DSL in regard to child protection files and should reflect DSL responsibility when considering information sharing in advance of transferring child protection files.

Looked after children and previously looked after children

This is a new section on the new requirements around previously looked after children, highlighting the fact that they remain vulnerable.

The 'use of reasonable force'

Clarity is provided about when it may be necessary to use reasonable force and also the need to minimise reasonable force, particularly with SEND pupils.

Part four: Allegations of abuse made against teachers and other staff

Very limited changes.

Annex A

This section has been updated and includes a table of contents.

New information is given on:

- Children and the court system
- Children with family members in prison
- County lines
- Domestic abuse
- Homelessness
- Peer-on-peer abuse
- Sexual violence and sexual harassment

Part five: Child on child sexual violence and sexual harassment

A whole new section has been included in the statutory guidance. Part 5 is there to provide guidance for schools and colleges on how they should respond to reports of child on child sexual violence and sexual harassment. This shows the importance that the DfE are placing on peer-on-peer abuse

In particular, governing bodies and proprietors are signposted to an extra publication on sexual violence and harassment between children in schools and colleges. Entitled 'Sexual violence and sexual harassment between children in schools and colleges', this covers:

- What sexual violence and sexual harassment is
- Schools' and colleges' legal responsibilities
- A whole school or college approach to safeguarding and child protection
- How to respond to reports of sexual violence and sexual harassment

A copy of the new legislation can be found at:

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf

Extremism and Radicalisation

At Rhodes Avenue we acknowledge that extremism and radicalisation is a safeguarding issue. This school works in partnership with the wider school community to ensure children and their families are safeguarded from radicalisation and extremism.

In line with the *PREVENT* duty Rhodes Avenue will ensure that all staff and governors are trained, informed, recognise vulnerability and mitigate the risks. We will produce an action plan to mitigate identified risks and ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for all faiths within our multi-cultural society.

This is underpinned by a range of other school policies including 'e' safety, curriculum, staffing and safer recruitment.

Our school's statement of values respects learner and staff diversity, encourages freedom and openness and promotes the learner voice.

2 ROLES AND RESPONSIBILITIES

2.1 Haringey Children and Young People's (Social Care & Education) Service

The Safeguarding Team in Haringey will support Rhodes Avenue to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough;
- providing services under the Children Act 1989/2004 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation;
- providing Rhodes Avenue with advice, support and guidance, policy and procedures, training and dedicated lead officers with responsibility for child protection and safeguarding;
- dealing with allegations against members of staff and volunteers;
- taking responsibility for those children who are not in education;
- Informing the school of any new referrals from outside agencies.

2.2 Governing body

The governing body will ensure that:

- Rhodes Avenue's safeguarding policies and procedures are consistent with Haringey Safeguarding Children's Board procedures and that these are regularly monitored, reviewed and updated where necessary;
- there is a responsible safeguarding governor and a designated safeguarding lead who reports directly to the governing body on the implementation of safeguarding policies;
- parents are made aware of the school's safeguarding policies and procedures;
- Rhodes Avenue has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers;
- all staff receive safeguarding and child protection training at least every 3 years;
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school;
- other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

2.3 Head teacher

The head teacher will ensure that:

- staff are fully aware of the school safeguarding and child protection policies and that these policies are fully implemented;
- the designated safeguarding lead is given sufficient time and resources to carry out their responsibilities;
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school;
- safe recruitment practice is followed whenever recruiting to posts;
- Rhodes Avenue offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice;
- appropriate action is taken whenever an allegation is made against a member of staff.

3 SAFEGUARDING CHILDREN

Definition

Safeguarding covers a broad agenda and aims to achieve the following:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- enabling children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

Role of the school

Rhodes Avenue recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupil's welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential.

Being Healthy - Aims:

Rhodes Avenue will promote pupil's health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

Rhodes Avenue will work closely with health professionals to monitor pupil's health and ensure that pupil's with health needs receive the extra support they need to fully participate in education.

Key policies:

- Health and Safety
- Sex and Relationships

Staying safe - Aims:

Rhodes Avenue aims to provide a safe learning environment where pupils are:

- kept safe from accidents whilst at school and during outings;
- protected from maltreatment through the implementation of Haringey Safeguarding Children Board Safeguarding procedures and Safe Recruitment practices;
- taught to keep themselves safe via safety messages delivered through the curriculum and other forums;
- feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

Key Guidance:

- Safeguarding Policy
- Health and safety (ensuring pupils are safe from accident/injury on the school premises);
- Educational visits (ensuring pupils are safe on school outings);
- Safe recruitment;
- E-safety (keeping pupils safe on the internet);
- Anti-bullying and behaviour;
- Anti-discrimination and equality;
- Recording and reporting racist incidents
- Children missing from school (action to be taken when a child disappears from the school role);
- Haringey SCB guidance on neglectful families
- Haringey SCB guidance on substance abusing parents
- Keeping Children Safe in Education (2016)

Key Policies:

Educational Trips
Anti Bullying
Safeguarding
Health & Safety
Safer Recruitment

Enjoying and Achieving - Aims:

Rhodes Avenue will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

Key policies

Attendance

Making a Positive Contribution - Aims:

The ethos of the school will be one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Pupils will be encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

Rhodes Avenue will follow DCSF guidance "Recording and reporting racist incidents" in order to challenge racist abuse or harassment by pupils and promote good race relations.

Key policies:

- Anti-bullying and behaviour;
- Single Equalities Scheme;

Achieving Economic Wellbeing - Aims:

To provide the conditions for learning that offer practical opportunities for pupils to plan, organise and raise funds for charities and good causes.

To develop pupils' awareness and understanding of, respect for, the environment in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.

To instil in pupils a sense of awe and wonder that will inspire them to formulate aspirational goals for the world of work and life beyond the school gates.

Key policies:

Curriculum
Teaching and Learning

Supporting pupils

Rhodes Avenue will support all pupils who have been assessed as having extra needs or are subject to a child protection plan. All children will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

Rhodes Avenue will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all relevant school policies available on the school web-site or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;

- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Multi-Agency working

Rhodes Avenue will:

- ensure that the designated safeguarding lead take advice from a child protection specialist when managing complex cases. The designated safeguarding lead has access to the Single Point of Access Advice Line, Early help Coordinators and the out-of-hours duty team.
- work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- co-operate as required, in line with Keeping Children Safe in Education 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- notify the relevant social worker immediately if; it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a pupil who is subject to a Child Protection Plan or there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

4 CHILD PROTECTION

4.1 Role of school

Rhodes Avenue will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

Working Together To Safeguard Children (*DCSF 2015*) and relevant guidance provided by the Haringey Safeguarding Children's Board.

In line with these policies and procedures, Rhodes Avenue will carry out the following:

- identifying where there are child protection concerns and referring the pupil on to Safeguarding and Social Care (SSC);
- contributing to the development and monitoring of child protection plans as a member of the core group;
- ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues;
- ensure staff are aware of their responsibilities and receive adequate training to enable them to carry these out.

Ensure that all staff, paid and unpaid and governors, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

We will ensure that parents are informed of the responsibility placed on the school and staff in relation to safeguarding by setting out these duties and this policy on the school website.

4.2 Role of the Designated Safeguarding Lead

Rhodes Avenue will ensure that a senior member of staff is appointed to the role of designated lead to take responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- refer cases on appropriately to relevant agencies;
- provide advice and guidance for staff on child protection issues;
- take the lead in developing, monitoring and reviewing the school child protection policy and procedures;
- oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures;
- link with and report to the head teacher and the board of governors regarding child protection issues within the school;
- provide a link between the school and other agencies, particularly Safeguarding and Social Care and the Safeguarding Children Board;
- ensure staff are aware of the school policies and procedures and that appropriate training is taken up at the required frequency;
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.

4.3 Child protection procedures

The following procedures set out what actions Rhodes Avenue will take where there are child protection concerns regarding a pupil.

4.3.1 Recognition

- Staff should be aware of the signs and refer to guidance on significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm;
- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Any concerns held by staff should be discussed in the first instance with the designated teacher or their deputy and advice sought on what action should be taken;
- Concerns may be monitored over time and recorded on a Concern Alert Sheet.

4.3.2 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to SSC
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record on a 'Concern Alert Sheet (located in Teacher Safeguarding File) and pass this on to the designated teacher.
- Opinions, assumptions and interpretations should not be recorded as they are separate from the facts.

4.3.3 Sexual abuse

Any suspicion of sexual abuse or actual disclosure by a child that he or she has been sexually abused will be referred immediately to the LA single point of access team, who will contact the appropriate investigative agencies.

Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child. Where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

If there is a concern that children under the age of 13 are involved in a sexual relationship this must be referred to the LA single point of access who will contact appropriate agencies.

4.3.4 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow Single point of Access referral procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

4.3.5 Domestic Abuse

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family⁷ members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Where there is domestic abuse in a family, the children will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

The designated safeguarding lead will take appropriate action to ensure children are kept safe and will seek advice from the child protection advisers where necessary. Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and Rhodes Avenue will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family.

4.3.6 Forced Marriage /Honour Based Violence

A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

The Governments definition of a Forced Marriage is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The staff in our school, through induction and whole school training, are aware of the importance and impact on a child/student who is or whose family is involved in such situations.

“Honour-based” violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

All cases of disclosures or concerns relating to forced marriage/honour based Violence will be reported directly to the DSL and the Police where it is deemed necessary. Information and advice will be sought from single point of access and referrals made to early help or social care where appropriate.

4.3.7 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious

Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they believe FGM has been carried out.

School staff will be made aware of the signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk or is imminent, will be dealt with under the child protection procedures in this policy.

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.
- a child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.
- a child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
- a child may request help from a teacher or another adult.
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

- a child may spend long periods of time away from the classroom during the day with bladder or menstrual problems if she has undergone the most severe form of FGM.
- a prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM.
- a child requiring to be excused from physical exercise lessons, without the support of her GP.

Professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).

The designated safeguarding lead will make appropriate and timely referrals to social care via the single point of access if FGM is suspected to be a possibility and to the police if it is believed to have taken place.. In these cases, parents will not be informed before seeking advice. The case will still be referred to social care even if it is against the pupil's wishes. Further information can be found on the London Safeguarding Children Board's website and the fact sheet from the World Health Organisation:

Safeguarding children at risk from FGM -

http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html

World Health Organisation Factsheet - <http://www.who.int/mediacentre/factsheets/fs241/en/>

4.3.8 Child Sexual Exploitation (CSE)

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual

activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’ DFE 2017

Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse. For further information see <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

4.3.9 Children Missing From Education

Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

We monitor pupils’ attendance through a twice daily register. The school’s welfare/ admin staff make first day absence calls to families where a child is absent and the school have not been informed. Schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this our welfare /admin will investigate any unexplained absences.

When a pupil’s attendance falls below 85%, a letter will be sent to the parents informing them of the child’s attendance. If there is no improvement, a second letter is sent to the parents. Again, if attendance does not improve, the headteacher will meet with the parents to ensure that sufficient support is put in place. We inform the education welfare service immediately of any pupil who has been absent for 10 consecutive days, and despite the efforts of school staff, the family have not been located. This may include a home visit by school staff to verify the pupil’s whereabouts. The local authority’s education welfare service will then conduct further checks.

We will not remove a child from the admission register until another school has requested the unique pupil number for that child or we have liaised and referred the case to the education welfare service who has agreed to the removal from the school role.

If there are concerns about the attendance of a child who is subject to a child protection plan or who is looked after by the local authority, the school will also inform the child’s social worker.

If a parent reports that their child has gone missing from home, we ensure this has been reported to the police. If a child absconds from school during the course of the day, the parent will be informed, and if necessary or if the pupil cannot be located, the police will also be informed.

4.3.10 Private Fostering

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

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

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

Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency. **See appendix 4** for guidance on action if you suspect a child is being privately fostered

4.3.11 Preventing Violent Extremism

We all have a role to play in community building in Haringey and making the borough a place where people from all backgrounds get on and live safely together.

Safeguarding from radicalisation and extremism is no different from safeguarding from other forms of harm. All staff will clearly understand the pathways for vulnerable individuals and be aware of how to recognise vulnerability and mitigate the risks.

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.

4.3.12 Sexting

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to the school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

For further information refer to the guidance 'Sexting in Schools'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

What will Rhodes Avenue do?

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should respond as they would to all vulnerable children and follow the procedures below:

- Talk to the family and other professionals working with the young person about the concerns and get their views.
- Seek consent to complete an early help referral and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- Liaise with the LA Prevent lead.
- *If you suspect someone is actually engaged in terrorist activity, contact the police or the anti-terrorist hotline immediately on 0800 789 321.*

4.3.13 Channel

Channel is a joint initiative between the police and Haringey Council which offers support and guidance to local people who may be at risk of becoming involved in extremism, Channel is voluntary and once an assessment has been made can provide a support package tailored to the individual's needs.

4.3.14 What happens after any concern is reported?

When the designated safeguarding lead receives any concern, they can talk it through with the duty officer in the single point of access team. The duty officer will then discuss the concern and assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of that formal child protection referral.

If the concern arises outside of the hours operated by the advice Line and it is believed the child may be at immediate risk the children's social care out of hours team or the police will be contacted without delay. If there are any concerns that a child may be at risk of immediate harm, the police will be contacted by dialling 999.

If the designated child protection lead decides that it is not a child protection referral matter, a record will still be made of the incident and kept in the child protection files, so that patterns of concern can be seen.

If a child makes a direct allegation of abuse or has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available this will not be discussed with parents/carers in the first instance.

If a less distinct injury is noticed or if the child makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the designated child protection lead will raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries, a pattern of absences from school or any other concerns before these injuries are noticed; the incident will still be recorded and kept in the child protection file in case similar issues are raised again in the future.

4.3.15 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to SSC
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated teacher.

4.4.1 Referral

- A decision on whether or not to refer a pupil to SSC should be made by the designated teacher or their deputy following a discussion with the member of staff who has raised concerns.
- It is an expectation that a Common Assessment Framework assessment (CAF) is completed for every referral either by the teacher raising concerns or by the designated teacher.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated teacher may discuss the case on a “no names” basis with Haringey’s child protection lead officer or the duty and assessment manager or senior practitioner to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated SSC social worker, the referral should be made directly to them. If the child is not already known to SSC, referrals should be made to the relevant duty and assessment team depending on child’s home address. If the child lives outside Haringey, a referral should be made to their home local authority.
- All referrals should be in writing using the e-CAF. However, urgent child protection referrals will be accepted by telephone but must be confirmed in writing within 48 hours using the e-CAF.
- All referrals will be acknowledged by SSC within 24 hours and the referrer informed of what action will be taken.

4.4.2 Attendance at case conferences and core groups

- The designated teacher will liaise with SSC to ensure that all relevant information held by the school is provided to SSC during the course of any child protection investigation.
- The designated teacher will ensure that the school is represented at child protection case conferences and core group meetings:
 - where possible, a member of staff who knows the child best, such as a class teacher or senior member of staff will be nominated to attend

- failing that, the designated teacher or their deputy will attend
- if no-one from the school can attend, the designated teacher will ensure that a report is made available to the conference or meeting.

4.4.3 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated teacher;
- all information will be recorded on the child protection monitoring/incident form prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's file and copies made available to all conferences and core group meetings.

4.4.4 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The designated teacher will ensure that all welfare records have a basic information sheet attached and that this information is kept up to date.
- The designated teacher is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the Safeguarding Concern Alert Sheet and all records should be signed and dated.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- Where a child who is subject to a protection plan transfers to another school, the designated teacher is responsible for ensuring that copies of all relevant records are passed to the designated child protection teacher at the new school.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.
- The designated teacher is responsible for keeping central records of child protection and welfare concerns.

5. Confidentiality and information sharing

Safeguarding information will be stored and handled in line with the data protection act 1998 principles. The data protection act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the data protection act, which means that children and parents do not have an automatic right to see them. If any

member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the designated safeguarding lead or head teacher.

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent;
- If the child is under 12, consent to share information about them must be obtained from their parents or carers.
- Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with SSC and make appropriate referrals. Equally, where a child is subject to a child protection investigation, the school must share any information about the child requested by SSC.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, the school should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated teacher or seek advice from Haringey's safeguarding lead officer or a duty social worker.

6 SAFE LEARNING ENVIRONMENT

6.1 Safe recruitment

Rhodes Avenue recognises that safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk.

- The school will therefore carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed;
- The school uses Haringey's Recruitment and Selection Procedure Guidelines for the Safe Recruitment of staff;

- The school will also ensure that all current staff who have regular or unsupervised contact with pupils have an up-to-date CRB check;
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out;
- The Headteacher will keep a single central record of all staff that includes details of all checks carried out and the outcome of these checks;
- Where staff are recruited via third parties such as employment agencies, the Headteacher and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the CRB disclosure prior to making any decision regarding the individual's employment;
- A further CRB check will be made via Haringey Human Resources for all agency staff appointed.

6.2 Single Central Record (SCR)

It has been a requirement since 2007 that all schools must maintain a Single Central Record of recruitment and vetting checks. This was set out in the original publication 'Safeguarding Children and Safer Recruitment in Education (2007)' and updated in the DfE's September 2016 statutory guidance. The details of all staff and regular visitors or volunteers must be kept on the school's single central record to ensure that checks have been carried out.

The statutory guidance states: "Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- Full name and address checks
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK/visa details
- self-declaration of disqualification by association/ disqualification from early years or childcare provision self-declaration form

This single central record is checked termly by the Headteacher and governor responsible for safeguarding to ensure there are no gaps in the record.

6.3 Disclosure Baring Service (DBS)

Rhodes Avenue uses the DBS system to make safer recruitment decisions and prevent unsuitable people from working with children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

They are responsible for:

- processing requests for criminal records checks (DBS checks)
deciding whether it is appropriate for a person to be placed on or removed from a barred list

- placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.

6.4 Current practice

The school will follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" (Dfes 2006):

Rhodes Avenue will, via Haringey Personnel Services:

- verify the applicant's identity and immigration status from their passport;
- carry out enhanced CRB and List 99 checks, normally via Haringey's Human Resources team who will notify the school of the outcome;
- in the case of teaching staff, check the applicant's academic and vocational qualifications and registration status;
- where the applicant has been living abroad, make enquiries in the country of origin;

Rhodes Avenue School will:

- make extensive enquiries of referees, including previous and recent employers.

6.5 Volunteers

The head teacher will ensure that unpaid volunteers, such as parents who accompany pupils regularly on school outings or provide help in the classroom, are:

- all subject to a List 99 Check
- undergo a recruitment process, such as reference checks and interviews, that are appropriate to the duties assigned to them;
- competent to carry out the duties assigned to them;
- only assigned duties that are suitable to their qualification and experience;
- suitably supervised by teaching staff at all times;
- fully inducted in relation to all school policies and procedures.

6.6 Visitors

- The Headteacher will decide whether or not individual visitors or contractors should be subject to CRB or List 99 checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to wear a name-badge or carry some form of identification at all times when on the school premises;
 - suitably supervised by school staff at all times;
 - made aware of school health and safety procedures.
- The Headteacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies;

- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards;
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

6.7 Staff

Induction and training

- The Headteacher will ensure that all staff are fully inducted, are made aware of the school safeguarding policy and procedures and that staff are fully aware of their role in implementing these;
- The designated teacher will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a yearly basis;
- Lead staff will receive multi-agency safeguarding training provided by Haringey Safeguarding Children Board (or the Designated Child Protection Teacher) which should enable them to:
 - develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm;
 - describe inter-agency roles and responsibilities for safeguarding children;
 - understand what will happen once they have informed someone about those concerns;
 - make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process;
 - demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.
- The designated teacher and deputy designated teacher will receive:
 - specific training on the role of the designated teacher
 - relevant multi-agency training courses provided by Haringey SCB
- Designated school staff will also receive training on the use of the Common Assessment Framework assessment as part of their safeguarding training.

Conduct and safe teaching practice

- Rhodes Avenue expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The Headteacher will ensure that each member of staff, including volunteers, agree the code of conduct that sets out the school expectations with regards to standards of professional behaviour. The Headteacher will also ensure that the code of conduct is included in all Job Descriptions and that staff receive copies of relevant policies.

6.8 SUPPORTING VULNERABLE CHILDREN

We recognise that; neglect, abuse or witnessing violence may have an adverse impact on those children, which may last into adulthood, without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- curricular opportunities to develop self-esteem and self-motivation.
- promoting a positive, supportive and safe environment
- ensuring the school's behaviour policy supports vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- liaison with other agencies which support the pupil such as Children's Social Care and Child and Adolescent Mental Health Services (CAMHS).
- a commitment to develop productive and supportive relationships with parents/carers.
- monitoring and supporting all pupil's welfare, keeping records and notifying children's social care when concerns are raised.
- ensuring that when a pupil, who is subject to a child protection plan, leaves, information is transferred to the new school immediately. The child's social worker will also be informed.
- notifying the education welfare officer EWO **and** children's social care, if a child who is subject to a child protection plan or where there have been ongoing concerns, is missing from school.

6.9 Children with Special Educational Needs

The school has pupils who may have additional needs and/or communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

As part of the PSHE and SRE curriculum staff will teach all children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

We ensure that all children have access to a range of adults with whom they can communicate confidently.

7. Physical intervention and restraint

At Rhodes Avenue:

- there will be staff trained in the use of physical restraint;
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;

- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training will include multiple methods for monitoring a pupil's well-being during a restraint.

8. Managing and Preventing Allegations against staff

Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the head teacher is the subject of an allegation, it will be reported to the chair of governors.

The school will consult with the Local Authority Dedicated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff; paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

8.1 Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

8.2 Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.

- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle.
- if the child needs assistance, the member of staff will call another member of staff in their phase to assist.
- both members of staff must be within sight of each other and the dignity of child maintained at all times.

8.3 Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above.

All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

8.4 Use of personal mobile phones during school hours

Personal mobile phones should not be used in class. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities.

8.5 Photography using mobile phones

Nearly all mobile phones have in built cameras and that if used whilst at work, in school, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff should always use school-owned cameras or tablets if taking photographs of children.

9. Whistleblowing

Rhodes Avenue recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Haringey's lead officers for safeguarding where there are issues regarding the welfare of a pupil;
- Haringey Council's confidential and independent help-line for protected disclosure on **020 84891192** where there are issues regarding the school's overall procedures around safeguarding.

10. Extended Schools and before and after school activities (on or off site)

During before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

7. MONITORING AND REVIEWING POLICIES

This policy is reviewed annually by the headteacher and designated safeguarding lead and ratified by the governing body. All staff read and agree to the policy during their induction. At this time they also read Working Together to Safeguard Children (2015).

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office and on the school website.

To enable Rhodes Avenue to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher will ensure that;

- Rhodes Avenue keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher has an overview all accidents/incidents;
- racist incidents are recorded and dealt with in accordance with DCSF guidance;
- serious accidents and incidents are reported to the board of governors;
- the designated teacher ensures a high standard of recording of child protection concerns;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Appendix 1 – Overview of Procedures

