



Applied Educational Solutions

Developing the whole student

SAFEGUARDING STUDENTS and CHILD PROTECTION POLICY and PROCEDURES

Author: Chris O’Nions Proprietor

Reviewed: September 2016

Review Due: August 2017

Applied Educational Solutions (“the Setting”) fully recognises its responsibilities and is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment. This policy is in accordance with locally agreed interagency procedures.

Safeguarding and promoting the welfare of students is defined as:

- Protecting students from maltreatment
- Preventing impairment of student’s health or development
- Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all students to have the best possible outcomes. (Working Together to Safeguard Students, 2015)

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific students who are suffering, or are likely to suffer, significant harm.

1. INTRODUCTION

The role of independent schools in relation to child protection is the same as that of any other school. The same pastoral responsibilities apply and schools should adopt the principles and pursue the objectives contained within this guidance. This guidance stresses the importance of establishing channels of communication with MASH (Multi-Agency Safeguarding Hub) and Local Safeguarding Students's Board (LSCB) so that students requiring support receive prompt attention and any allegations of abuse can be properly investigated. The School has made strong efforts to establish and maintain such effective lines of communication; we work closely with the Local Safeguarding Students Board and adhere to their guidelines.

All staff, including the Proprietor, temporary staff, governors and volunteers, receive regular LA - provided training in child protection every three years, in line with the Local Safeguarding Students Board (LSCB) and receive regular updated online training yearly. In addition, all staff receive regular safeguarding and child protection updates via staff meetings and email in order to provide them with relevant skills and knowledge to safeguard children and young people effectively. All staff are issued with appropriate guidelines and the names of the Local Authority Designated Officer (LADO) for Child Protection. All staff also receive regular Prevent training from the Metropolitan Police. Each member of staff must confirm that they have read Part One of the guidance, Keeping Students Safe in Education. This policy is drawn up having regard to the DfE documents Keeping Students Safe in Education (2016) (KCSIE) and Working Together to Safeguard Students (2015) as well as the London Child Protection Procedures 4th Edition 2011 and Section A 5th Edition 2013.. All staff (including temporary staff and volunteers) receive this safeguarding policy which they need to read and sign to say that they have understood before starting at the School. The DSL and deputy DSL's have Child Protection training every two years.

This policy, its principles and procedures covers the whole School.

At the heart of our policy lies:

Prevention (a positive school atmosphere, careful and vigilant teaching, strong pastoral care, effective support to students, provision of good adult role models, an effective safer recruitment policy).

- Protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- Support (to students who have reported abuse, both short-term and long term).
- Support (to staff who have been involved in any investigation).

The purpose of this policy is to inform those who work closely with students and their families as to the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child.

All staff believe that the setting should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers (including those employed by another organisation) to work with students. This includes carrying out the necessary checks in accordance with the Independent Schools Standards Regulations and Department for Education guidance issued under section 157 of the Education Act 2002, Part 4 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014, School Staffing (England) Regulations 2009, the Education (Non-Maintained Special Schools) (England) Regulations 2011 and the Education (Independent

School Standards) Regulations 2014 require governing bodies or proprietors to check that a person to be appointed is not subject to an interim prohibition order or a prohibition order.

- Raising awareness of child protection issues and equipping students with the skills required to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with an agreed protection plan.
- Establishing a safe environment in which students can learn and develop.

2. DESIGNATED SAFEGUARDING LEADS (DSL) for CHILD PROTECTION

There is a Designated Safeguarding Leads (DSL) and two Deputy DSL's who are as follows:

DSL 1. Mrs Jacqueline Powell- Teaching Support – 07949 -678173

DSL 2 Mr Christopher O’Nions – Proprietor – 07949 -678173

DSL 3 Mr Rollandos Constantinides – Teaching Support – 07949 -678173

At AES, safeguarding and child protection is everyone’s business.

If the allegations or suspicions are about one of the DSLs, the report should be made to either of the other DSLs. The DSL’s training meets the requirements of the DfE’s guidance contained in Keeping Students Safe in Education (2016).

3. AIMS AND OBJECTIVES

These objectives relate directly to the aims of this Child Protection Policy at the setting and are intended to show how the aims are actually put into practice. Overall our aim is to create an environment and ethos in which students feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.

Aim: To provide students with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that students will feel confident they can confide in staff.

Objectives:

- The skills will be delivered through the Curriculum and Student meetings.
- We provide suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- We use the Curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Staff treat the students with respect and all students are expected to treat each other and staff with respect.
- We look carefully at the role models the School offers students through staffing, materials used, selection of curricular content and other experiences.
- We impress upon students the importance of rejecting violence as a means of resolving conflict.

- We regularly review and evaluate our school policies and practices of social control and behaviour support.
- We give students opportunities to understand, and strategies for coping with stress.
- We include, in the PHSE sessions - information on personal safety, including internet/e-safety.
- We offer Early Help and education to prevent Child Sexual Exploitation (CSE see appendix 3), Honour Based Violence (HBV see Appendix 4) Female Genital Mutilation (FGM see appendix 4), Domestic Abuse (DA), Forced marriage (FM see appendix 5), Trafficking, Gang Activity, Missing Students and Violent Extremism.

Aim: To enable staff to be familiar and confident with the appropriate safeguarding and child protection procedures and issues. All staff will receive information about child protection, the staff Code of Conduct and the role of the DSL as part of their introduction to the School. Copies of all relevant policies and Part 1 of KCSIE (2016) are also provided upon induction. Existing staff receive copies of amended Part 1 of all revised versions of KCSIE. This policy is intended to give clear guidance to all staff - teaching and non-teaching on: the signs that may indicate the possibility of abuse and the procedures to follow if a child discloses abuse or a member of staff suspects abuse. This includes alleged abuse by one or more students against another pupil.

Objectives:

- We provide child protection training to all staff (including governors, volunteers and temporary staff) at least once every three years, in line with the Local Safeguarding Students Board (LSCB), to maintain their understanding of the signs and indicators of abuse and to ensure that their skills and expertise are up to date. We require all staff to undergo initial training in child protection as soon as possible after they commence employment with us. Regular updates are provided via email and staff/governor meetings and all staff undertake online safeguarding training yearly.
- All members of staff (including temporary staff), and volunteers receive appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for referring and recording any concerns to the DSL or the Proprietor, and, if required, to the Local Safeguarding Children's Board.

All staff have an **induction period** during which they are on 'probation'. Training in safeguarding is provided in this time which includes a review of the Safeguarding Policy, code of conduct, Whistle blowing policy, identity of the DSL. In addition each member of staff must confirm that they have read Part One of the guidance, Keeping Students Safe in Education (KCSIE) 2016 and that they accept their duty:

- to be familiar with this policy
- to implement this policy and to co-operate with the school management in promoting 'Safeguarding and Child Protection'.
- All unsupervised contractors who have regular access to students are effectively checked in accordance with the guidance. All other contractors are supervised appropriately when they are on site.

Aim: To work with parents to build an understanding of the Settings responsibility to ensure the welfare of all students and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.

Objectives:

- We make our Safeguarding Policy available to all parents/carers in writing when the student joins the School.
- We inform parents/carers that the staff are required by law to follow the procedures laid down by the Local Safeguarding Students Board (LSCB).

Aim: To monitor students who have been identified as 'at risk of harm'.

Objectives:

- We keep records of concerns about students in a secure (lockable) location, have clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences if required.
- Concerns about 'children at risk' are reported to SSC immediately.
- Concerns about 'children in need' are reported to SSC.

Aim: To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools, thereby contributing towards a more effective detection of the incidence of child abuse.

Objectives:

- We employ the child protection procedures and systems of the LSCB.
- We employ systems that enable the transition process to include child protection procedures.

Aim: To review annually the School procedures and improve the way child protection issues are managed.

Objectives:

- A review of procedures and the safeguarding policy is conducted annually in line with the LSCB.
- The setting will remedy any deficiencies or weaknesses in child protection arrangements without delay, not just at the next policy review, should this be appropriate.

4 THE ROLES AND RESPONSIBILITIES OF STAFF

Safeguarding and Child Protection is the responsibility of all adults who work with students at the school. Anyone has the right to report concerns directly to Social Care Services, the Local Safeguarding Children's Board or MASH.

4.1 The Proprietor

- To ensure that sufficient resources are available for the school to operate effective training and procedures in enacting its child protection policy.
- To oversee that safer recruitment procedures are followed including ongoing Prohibition from Teaching checks and Section 128 directions [recorded on Staff Central Register] and to

ensure that appropriate procedures are in place for dealing with allegations of abuse against members of staff. A section 128 directive prohibits or restricts a person from taking part in the management of an independent, free and academy school.

- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the current legislation.
- To ensure that students are safeguarded from potentially harmful and inappropriate online content by ensuring that appropriate filters and monitoring systems are in place.
- To ensure that the policy and procedures are reviewed annually+
- To ensure the safeguarding and promotion of the welfare of students attending the school.
- To understand the procedures set out by the LSCB and the role of the DSL.
- To monitor the effective operation of policy and procedure and to liaise with staff regarding this.
- To create a safe environment and a caring ethos within the school.
- To ensure the DSL has sufficient training (every 2 years) which matches the content of Annex B in KCSIE and support.
- To ensure all staff are alert to possible signs of abuse and know what to do if they have concerns or suspicions.
- To make parents aware of the school's child protection policy.
- To support students through related policies (anti-bullying, behaviour and equal opportunities.)

4.2 The Designated Safeguarding Lead:

The roles of the DSLs are:

- To be the first point of contact for child protection matters and to advise and act upon all suspicions and allegations.
- To coordinate child protection procedures in the Setting and to liaise with the Local Authority Designated Officer (LADO), social services, police and other agencies on behalf of the Setting.
- Together with the Proprietor (where appropriate), to inform parents of the action taken under the setting's safeguarding procedures unless informing the parents puts the child at risk.
- To monitor those students who are subject to a child protection plan and ensure that it is maintained and updated accordingly.
- To inform social services if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- To attend child protection conferences and child in need meetings (where appropriate).
- To keep the Proprietor informed of all child protection matters, save where the matter concerns the Proprietor. If the Proprietor is the subject of the allegation, the other DSLs will be informed without first notifying the Proprietor. If the Proprietor is suspected of abuse, the other DSL's will contact the LADO as per Section 33 of Keeping Students Safe in Education (2016).
- To maintain ongoing training for all employees (including organising training for new employees) and keep records of all staff training on child protection and safer recruitment procedures.
- To hold current, relevant child protection documents and records and be fully conversant with these procedures, especially those of the MASH and Local Safeguarding Students Board.
- To keep written records of concerns about students even where there is no need to refer the matter immediately.
- To ensure that all child protection records are kept securely, separate from the main pupil file, and in locked locations

- To ensure that all child protection files and ongoing concerns are transferred in a safe and timely manner when a pupil moves to a new Setting.
- To ensure that the procedures outlined in this policy are followed within the Setting.
- To ensure that the DSLs undertake refresher training in child protection every two years.

For further details see Appendix 6

4.3 All Staff:

All adults working with or on behalf of students have a responsibility to protect them and have a professional duty to:

- Observe and be alert to signs of abuse and maintain an attitude of “it could happen here”.
- Take immediate action in the pupil’s best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the DSL immediately and certainly before the end of the Setting day. In the absence of the DSL, the immediate report should be made to the Deputy DSL’s.
- Report an unexplained absence of more than two days by any pupil on the child protection register;
- Know that all allegations or suspicions of abuse or any other reasons for believing that a pupil may be suffering abuse, either at home or at the Setting, should be reported to the setting’s Designated Safeguarding Lead, who will inform the Proprietor, Social Care Services and the LSCB as appropriate.
- Know the role of the Designated Safeguarding Lead – DSL
- Know that there is a requirement for allegations or suspicions of abuse, to be referred to MASH/LSCB to carry out child protection investigations rather than internal investigations by the school within 24 hours and for referrals made by telephone to be followed up in writing. If the time is outside normal office working hours then the DSL must contact the Emergency Duty Team of MASH. (see Appendix 1 for more detail).
- Be aware that in cases where there is concern, but no evidence, the MASH/LSCB are willing to give advice and discreet support, without necessarily taking direct action.
- Understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of MASH/LSCB and other agencies with statutory powers to help the child.
- Understand that if a pupil confides in a member of staff that he or she has been abused in any way, the information should always be taken seriously. The pupil should be gently encouraged to talk, but not cross-questioned, “led into” statements or judged in any way (see Section 6 for detail).
- Know that any conversation should be recorded accurately in writing as soon as possible, and the notes retained and passed on to the Designated Safeguarding Lead, in case they are required for reference at a later date. (All notes should be signed, dated and timed).
- Know that complete confidentiality should not be promised, as serious cases must be reported to the relevant authorities, but the pupil should be reassured that the information will be treated with the greatest sensitivity, and that he or she will be consulted and involved at all stages as appropriate.
- Enquire about the progress of individual cases in which they are/have been involved;
- Understand that a number of specific measures may be necessary to protect individual students. These will depend on individual case circumstances.
- Be aware of the guidance for staff (Staff Code of Conduct) to ensure that their behaviour and actions do not place students or themselves at risk of harm or allegations of harm to a pupil.

- Be aware of and understand the Setting's 'Whistle Blowing' Policy - immunity from retribution or disciplinary action against staff for 'whistle blowing' based on a reasonable belief and made in the public interest is provided by the policy.

4.4 Duty of Parents

Parents are expected to help their students to behave in non-violent and non-abusive ways towards both staff and other students. Parents will be informed if it was necessary to use minimal force to protect a pupil from injury or to prevent a pupil from harming others.

Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted. They should also inform the school of any changes in home circumstances, such as the death of a member of the family, separation or divorce, that might lead to otherwise unexplained changes in behaviour or characteristics.

These responsibilities apply to all adults, whether employed by the Setting or acting in a voluntary capacity.

5. DEFINITIONS AND SIGNS & SYMPTOMS OF ABUSE:

All staff must be aware of the signs and symptoms of abuse.
(See Appendix 2 for details/descriptions)

Child abuse manifests itself in a wide variety of ways and can be categorised into four distinct types:

- a. Physical Abuse
- b. Sexual Abuse
- c. Emotional Abuse
- d. Neglect
 - a. Physical Abuse - this involves physical injury to a child, including deliberate poisoning, attempted drowning or smothering, female genital mutilation (FGM) and Munchausen's syndrome by proxy, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.
 - b. Sexual Abuse - the involvement of dependent, developmentally immature students and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.
 - c. Emotional Abuse - the severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. Its diagnosis will require medical, psychological, psychiatric, social and educational assessment. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.
 - d. Neglect - the persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with neglect.

A child can be at risk from any one or combination of the four categories of abuse.
Other forms of abuse also include:

Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying, sexting-please see e-safety policy)

Missing Child - a child going missing from the Setting is a potential indicator of abuse or neglect. Staff must follow the Setting's guidance found in the Missing Person's Policy. (Policy for details)
Female Genital Mutilation (FGM) – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of **FGM** are likely to come from a community that is known to practise FGM. (see Appendix 4 for details/descriptions).

Child Sexual Exploitation (CSE) – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. (see Appendix 3 for details/descriptions)

Forced Marriage – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within the school. (see Appendix 5 for details/descriptions).

Students with Special Educational Needs- The school acknowledge that students with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse and neglect. Indications of abuse will be reported as for other students. The Proprietor acknowledges that additional barriers can exist when recognizing abuse and neglect within this group. The Proprietor will identify students with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with students with intimate care needs.

6.REPORTING PROCEDURE - Staff and Parents

Parents and carers are able to make a referral about suspected abuse or neglect directly to the local LADO (see Annex 1 for contact details). This information is shared with parents by the DSL.

A member of Staff only requires cause for concern regarding potential child abuse in order to act and report to the DSL immediately. When there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately:

Key points to follow if you suspect, or are told of, abuse:

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse – treat the matter seriously. Listen with care, quietly but actively and allow silence. Reassure the child that s/he is not to blame and was right to inform you. Do not show disbelief, or appear angry or shocked.
- If you can, write brief notes of what they are telling you while they are speaking and keep these original notes, however rough (it is what you wrote at the time that may be important later and not the improved version you wrote up afterwards!). If you do not have the means to write at the time, make an accurate record of what was said and what you have done as soon as possible afterwards. Sign, date and time all notes made. Contemporaneous notes and records should be made on the same working day of any disclosure.
- Do not give a guarantee that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you have been told something that needs to be sorted out, you will have to tell the people who can help, but that you will only inform people who absolutely need to know.

- Do not interrogate or ask leading questions that might give your own ideas of what might have happened (e.g. “did he do X to you?”) – just ask “What do you want to tell me?” or “Is there anything else you want to say?” The best questions to ask are TED questions: Tell, Explain, Describe.
- Immediately inform the Designated Safeguarding Lead - do not tell other adults or students. Remember that the priority is to protect the child.
- Never carry out an investigation of suspected or alleged abuse – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
- As soon as possible (and certainly the same day – **within 24 hours**) the DSL will liaise with MASH/LSCB and action subsequent referral if required. The DSL will follow their requests regarding any necessary investigations.
- Where an allegation is made against the DSL, you should immediately contact the Proprietor or other DSL Child Protection.
- Where an allegation is made against the Proprietor, you should immediately contact the other DSL who will contact the LADO immediately without notifying the Proprietor first. Where an allegation is made against another DSL you should immediately contact the Proprietor. The Proprietor will discuss the matter with the LADO before any further action is taken.

In cases of serious harm, the police should be informed from the outset.

- Never think abuse is impossible, or that an accusation against someone you know well and trust is bound to be wrong. Receive the child’s story if appropriate, listen but do not judge. React to what the child tells you with belief and tell the child that they have done the right thing in telling you.
- If a crime has been committed, the police will be contacted immediately.

You may feel upset after speaking to the child. You may need support, e.g. to talk through what has happened. You may wish to seek specialist support or counselling –look after yourself too.

7. **DEALING WITH ALL ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF, THE Proprietor OR VOLUNTEERS**

The Setting’s procedure for managing allegations against staff has had regard to the Department for Education guidance ‘Keeping Students Safe in Education, Part Four’ and follows the LCSB local arrangements. The procedure below is followed when staff or volunteers have (or alleged to have):

- 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 students in a way that indicated that he or she would pose a risk of harm if he or she worked regularly or closely with students.

All staff and volunteers have a responsibility to familiarise themselves with this procedure so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

The Setting will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The Setting will liaise with the Local Authority Designated Officer (LADO)/MASH and police as to managing confidentiality as appropriate.

7.1 Procedure:

1. All allegations made against staff or volunteers must be reported immediately to the DSL who will inform the Proprietor so that appropriate agencies may be informed within 24 hours and the matter resolved without delay. In the absence of the Proprietor, the allegation should be reported to another DSL. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the DSL or if that is not possible to pass details of the allegation to the Proprietor immediately.

Where the allegation is made against the Proprietor, the person must immediately inform the other DSL without first notifying the Proprietor.

2. The Local Authority Designated Officer (LADO) will be informed of all allegations which appear to meet the above criteria within 24 hours.

3. The Proprietor will discuss the matter with the LADO and where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The Setting will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.

4. The Setting may take action in the event of allegations against staff in accordance with its disciplinary procedures.

5. If the allegation is substantiated, the normal disciplinary procedure for staff will be followed. A criminal offence, regardless of significant harm to a child, would be considered as gross misconduct and is liable to result in dismissal.

6. The Proprietor will report the dismissal of any member of staff or volunteer following a substantiated allegation to the DBS promptly (within one week) of that person leaving the setting (or where he/she would have been dismissed had he/she not resigned). Where qualified teachers are registered with the National College for Teaching and Leadership (NCTL), any misconduct referrals will be reported to the NCTL and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7. The Setting will comply with its obligations to report to the Disclosure and Barring Service.

8. In the case of suspected or identified abuse of a child by the Proprietor, the police and/or the LADO have a duty to investigate. National guidelines have been produced and the first person to receive an allegation regarding the Proprietor should take it directly to the School's Designated Safeguarding Lead (Child Protection Officer) who will then contact the LADO.

9. Parents or guardians of a child concerned will be told about the case, if they do not already know, and will be kept informed of the progress, including the outcome, but not the details of any disciplinary process.

10. All staff are aware that they can report concerns directly to SSC- contact details for whom are in Annex 1, page 16.

7.2 Suspension

The Setting will consider taking, and if necessary, will take, disciplinary action against any member of staff or agent of the Setting, where it believes students are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution. Suspension (without prejudice) may be necessary to protect all concerned, including the member of staff suspended.

Suspension will always occur if there is cause to suspect a child is at risk of significant harm. Suspension itself does not constitute disciplinary action, and the member of staff will continue to receive full pay.

The Setting must make its own decision on whether students' welfare is at risk, whatever the outcome of a police or MASH investigation may be, and the level of evidence needed for criminal prosecution is likely to be higher than that which may trigger valid disciplinary proceedings taken by the Setting.

Disciplinary proceedings and grounds for concern over students' welfare may therefore be based on 'balance of probability', rather than 'beyond reasonable doubt'.

Where the Setting has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the Proprietor or Designated Safeguarding Lead should discuss these with the LADO on an informal basis.

Staff who are the subject of an allegation of this nature will invariably feel threatened and isolated. It is essential to seek legal advice as soon as possible and teachers should be represented at all disciplinary hearings. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

7.3 Duty of care

The Setting recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this.

A representative will be appointed by the Setting to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

7.4 Record keeping

The Setting will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. The Setting will provide the accused person with a copy of the record following consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

7.5 Malicious, unsubstantiated or unfounded allegations

If the allegation is found to be false, and the person has been suspended, then the Setting will support him or her as best it can, if necessary with the provision of a mentor to return to work, and will attempt to minimise contact with the pupil(s) involved in making the allegation if they remain at the Setting.

The Setting will consider whether to take serious disciplinary action in accordance with the Setting's behaviour policy where an allegation by a pupil is shown to be malicious or deliberately invented.

Allegations that are found to be malicious will be removed from the personnel records; and any that are unfounded, unsubstantiated or malicious will not be included in references.

8. DEALING WITH ALLEGATIONS OF ABUSE BY ONE OR MORE STUDENTS AGAINST ANOTHER PUPIL

We recognise that abuse can take many forms including abuse by one or more students against another pupil. This may be an isolated incident or indeed a series of incidents over a period of time. Members of staff should know that where there is 'reasonable cause to suspect that a child is suffering, or *likely* to suffer, significant harm', that any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse, staff are expected to treat all students involved, whether perpetrator or victim, as being "at risk". Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the anti-bullying policy.

9. SAFEGUARDING STUDENTS WHO ARE IN NEED OF ADDITIONAL SUPPORT

Where members of staff have concerns about a pupil but there is not a history of abuse and are unlikely to suffer significant harm, they should share their concerns with the DSL. The DSL will consult with MASH with a view to an inter-agency assessment including 'Early Help'.

11. WHISTLEBLOWING

Whistle blowing is the mechanism by which staff can voice their concerns, based on a reasonable belief and made in the public interest, without fear of repercussion. We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. (See also the Setting's Whistleblowing Policy.)

12. SHARING INFORMATION AND CONFIDENTIALITY

The Setting recognises that all matters relating to child protection are confidential.

The Proprietor or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard students.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

13. GENERAL CO-OPERATION WITH MASH

The Setting will, on occasion, be asked for information on a child about whom there are concerns about abuse or neglect. We have a duty to assist MASH by referring concerns and providing information for Section 47 Child Protection enquiries. The Setting has made strong efforts to establish and maintain such effective lines of communication.

14. LEGISLATION AND GUIDANCE

This Safeguarding Policy is revised annually in order that the setting complies with new legislation and good practice. This policy was drawn up with regard to and will be revised in light of any amending guidance as issued from time to time. Over the past 12 months there have been significant developments in Safeguarding, following a 12 week Government consultation which looked at current documentation and practice. Following consultation, the Government published a revised document – ‘Working Together to Safeguard Students’ (2015). It also takes into account the publication ‘Keeping Students Safe in Education’ (September 2016) which updates the previous version from March 2015.

This policy was revised in September 2016 in line with:

- Local inter-agency guidance from the Local Safeguarding Children’s Board.
- Working Together to Safeguard Students 2015.
- Keeping Children Safe in Education (September 2016)
- Prohibition from Teaching (2015)
- Statutory guidance on making arrangements to safeguard and promote the welfare of students Section 11 Students Act 2004 updated April 2007.
- Guidance issued by the Department for Education issued under section 157 of the Education Act 2002
- Having regard to ‘Dealing with allegations of Abuse against teachers and other staff’ (revised October 2012) which replaced Chapter 5 of SCSRE and is the most recent guidance on the issue.
- What To Do If You’re Worried a Child Is Being Abused – DfE March 2014.
- ‘Working Together to Safeguard Students: A guide to inter-agency working to safeguard and promote the welfare of students.’ DfE March 2015
- The Children’s Acts 1989; 2004 and 2014.
- The Common Assessment Framework for Students and Young People: Practitioners’ Guide 2007.
- Mandatory Reporting of Female Genital Mutilation – procedural information (October, 2015)

15. EVALUATION, MONITORING AND COMPLIANCE OF THIS POLICY

Our Safeguarding Children’s policy and Child Protection issues are monitored and evaluated on a regular basis. The Proprietor will monitor the implementation of this policy, the Setting’s safeguarding procedures and the efficiency by which the Setting’s duties have been discharged. The Designated Safeguarding Lead holds accurate and up to date records and storage of materials in compliance with the legal requirement.

The Setting monitors and evaluates its Child Protection policy and procedures through the following activities:

- Through pupil forums and pupil discussions with staff;
- Through monitoring by and feedback from the Governing Body
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school;
- Frequent scrutiny of attendance data;
- Careful and close scrutiny of any incidents due to bullying or racist behaviour;
- Regular review of parental concerns and parental questionnaires;
- Scrutiny of the school's single central record of recruitment checks;

- Case file audits undertaken by the DSL.

This Safeguarding Policy and procedures are reviewed on an annual basis and if any weaknesses or deficiencies are identified in the school's child protection arrangements, they will be remedied without delay.

In summary, the setting is committed to:

- Information sharing and inter-agency working with the Enfield Local Safeguarding Students Board, MASH, police, Child and Adult Mental Health service, education welfare service, educational psychology service and other relevant agencies to promote and safeguard the welfare of students.
- Following the procedures in accordance with Local Safeguarding Students Board and guidance issued by the Department for Education.
- Ensuring the operation of safer recruitment practices in checking the suitability of staff and volunteers (including those employed by another organisation) to work with students are always followed, including enhanced DBS checks and compliance with Independent Schools Standards Regulations and Department for Education guidance issued under section 157 of the Education Act 2002 (See separate Policy on Recruitment).
- Ensuring that where the Setting ceases to use the services of any person (including an employee, contractor or volunteer) because they are considered unsuitable to work with students, a prompt and detailed report will be made to the Disclosure and Barring Service (within one week of leaving the school).
- Establishing and maintaining a safe environment in which students feel secure, can learn and develop, are encouraged to talk, and are listened to.
- Raising awareness of child protection issues and equipping students with the skills needed to keep them safe.
- Ensuring that in the Setting the use of personal mobile phones and cameras is not permitted and that if students have their photographs taken, it is performed with a school camera and only to provide evidence of their achievement for development records. Staff and visitors are not permitted to use personal mobile phones or cameras to take or record any images of students in the Setting (see Appendix 14).
- Recognising when a child needs support and working with external agencies to prevent problems escalating.
- Supporting students who have been abused according to his/her agreed child protection plan.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Supporting staff with specialist support and counselling should they require it, following disclosures of abuse.

APPENDIX 1

CONTACT DETAILS

INTERNAL CONTACTS	
Jacqueline Powell- DSL	07949 678 173
Christopher O’Nions- Proprietor and Deputy DSL	07949 678 173 applied.educational.solutions@outlook.com
Rollandos Constantinides- Deputy DSL	07949 678 173
PREVENT Lead – Rollandos Constantinides	As above
EXTERNAL CONTACTS	
Enfield Local Safeguarding Students Board email:	www.enfield.gov.uk/enfieldlscb/
Local Authority Designated Officer (LADO) – Maria Anastasi	0208 379 2850 Maria.anastasi@enfield.gov.uk
Multi-Agency Safeguarding Hub (MASH)	0208 379 2507
Out of Hours Emergency Duty Team	0208 379 1000
Information Sharing Single Point of Entry (SPOE)	0208 379 5555
CAMHS (North)	0208 379 2000
CAMHS (South)	0208 360 6771
Police Public Protection Unit: 24hrs non-emergency Emergency	101 999
NSPCC Helpline	0808 800 5000
Prevent Contact- national information and advice for staff from DfE	In Enfield- PC Garrett Pennerly- 07887 546395 020 7340 7264 and counter-extremism@education.gsi.gov.uk).

APPENDIX 2

1. Types of Child Abuse and Symptoms:

Child abuse manifests itself in a wide variety of ways and are rarely standalone events that can simply be covered by one definition or label. In most cases multiple issues will overlap with one another. These can be categorised into four distinct types:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

1.1 Physical Abuse:

“Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates symptoms of, or deliberately induces, illness in a child” (*Working Together to Safeguard Students 2015*) Typical signs of Physical Abuse are:

- Bruises and abrasions – especially about the face, Proprietor, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child’s explanation does not match the nature of injury or when it appears frequently.
- Slap marks – these may be visible on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.
- Bruising on either sides of the ear – this is often caused by grabbing a child who is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- Grip marks on arms or trunk – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.

- Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- Bite marks
- Fractures – especially in students under the age of 2.
- Poisoning and other drug misuse – e.g. overuse of sedatives.
- Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.
- Unexplained injuries or refusal to discuss them
- Fear of medical treatment
- Self-destructive tendencies
- Unexplained patterns of absence that could be in order to hide injuries
- Female genital mutilation (FGM) – all procedures that involve partial or total removal of external female genitalia, or other injury to the female genital organs for non-medical reasons. It is performed a few days after birth to age 15, and occasionally in adulthood. It is practised in 28 countries in western, eastern and north-eastern Africa, particularly in Egypt and Ethiopia, and in parts of Asia and the Middle East. There are numerous serious short and long term physical health consequences, in addition to the psychological and mental health consequences.

1.2 Sexual Abuse:

“Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware what is happening. It may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. It may include non-contact activities such as involving students in looking at, or in the production of, pornographic materials, or watching sexual activities or encouraging students to behave in sexually inappropriate ways.” (*Working Together to Safeguard Students 2015*)

The key elements in any definition of child sexual abuse are:

- Betrayal of trust and responsibility
- Abuse of power for the sexual gratification of the abuser
- Inability of child to consent.

Typical signs of Sexual Abuse are:

- A detailed sexual knowledge inappropriate to the age of the child
- Behaviour that is excessively affectionate or sexual towards other students or adults
- Lack of trust in adults (particularly any marked fear of men)
- Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such students that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- A fear of medical examinations
- A fear of being alone – this applies to friends, families, neighbours, baby-sitters, etc.
- A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- Excessive masturbation is especially worrying when it takes place in public

- Promiscuity
- Unusually explicit or detailed sex play in younger students
- Sexual approaches or assaults – on other students or adults
- Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young students, or in adolescents if his/her partner cannot be identified
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- Discomfort or pain particularly in the genital areas
- The drawing of pornographic or sexually explicit images

1.3 Emotional Abuse:

According to *“Working Together to Safeguard Students 2015”*, Emotional abuse is:

- The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.
- It may involve conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing ill-treatment of another.
- It may involve serious bullying causing students frequently to feel frightened or in danger or the exploitation or corruption of students.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

1.4 Neglect:

According to *“Working Together to Safeguard Students 2015”*, Neglect is:

- The persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development.
- The failure of a parent or carer to provide adequate food and clothing, or shelter (including exclusion from the home or abandonment).
- Failure to protect a child from physical and emotional harm or danger.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Typical signs of Physical Neglect are:

Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some students lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

Inadequately clad – a distinction needs to be made between situations where students are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with Physical neglect.

2. Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance.
- Extreme passivity or aggressive/hostile behaviour.
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting.
- Self-harming or suicidal behaviour.
- Low self-esteem.
- Wariness, insecurity, running away or truancy - students who persistently run away from home may be escaping from sexual/physical abuse;
- Disturbed sleep/tiredness;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- Fear of medical treatment;
- Unexplained patterns of absence to hide injuries;
- 'Chronic' medical problems (stomach pains/Proprietoraches);
- Drug/solvent abuse;
- Telling of a 'friend with a problem of abuse';
- Anorexic/bulimic;
- Excessive fear of certain situations or people
- A sudden change in school performance.

3. Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labelling of child's behaviour as bad or naughty.
- Leaving students unsupervised when they are too young to be left unattended.

Other forms of abuse also include:

Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone including cyber-bullying. (see School Policy for details)

Missing Child - a child going missing from School is a potential indicator of abuse or neglect. Staff must follow the School's guidance found in the Missing Person's Policy. (see School Policy for details)

Female Genital Mutilation (FGM) – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. (see Appendix 4 for details/descriptions).

Child Sexual Exploitation (CSE) – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. (see Appendix 3 for details/descriptions)

Forced Marriage – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within the school. (see Appendix 5 for details/descriptions)

APPENDIX 3

CHILD SEXUAL EXPLOITATION – CSE

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying students or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records

- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

All staff have read and understood the 'Child Sexual Exploitation Risk Indicators' (2015) document produced by the Safer London Foundation and provided in CEOPS training by the LB Enfield.

APPENDIX 4

HONOUR BASED VIOLENCE -HBV and FEMALE GENITAL MUTILATION – FGM

HBV

So-called ‘honour-based’ violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. The DSL has been on FGM training and is able to advise further if required.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

The KCSIE guidance (September 2016) notes that there is a Mandatory Reporting Duty on school staff to report any instances of FGM immediately to the police and that failure to do so will result in disciplinary sanctions. This reporting duty has been mandatory from 1st July 2015. Whilst teaching staff will not be examining students, the definition, taken from Section 74 of the Serious Crime Act 2015) is that staff will "discover that an act of FGM appears to have been carried out." This is sufficient to contact the police. Teacher's should still discuss the matter with the DSL and inform social services as appropriate.

The 'Mandatory Reporting of Female Genital Mutilation – procedural information' (October 2015) builds on KCSIE (revised July 2015) to state that "Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. "

Further guidance on the mandatory reporting duty can be found in the Home Office guidance Mandatory Reporting of FGM procedures available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

The new Serious Crime Act 2015 has introduced a new legal duty whereby regulated health and social care staff and teachers must report **known cases of FGM** (see definition below) on girls **under the age of 18** to the police.

Cases of known FGM are where:

- a girl makes a disclosure to a professional that an act of FGM has been carried out on her **or**
- a professional observes physical signs of FGM and there is no reason to believe that the act was necessary for the girls physical or mental health or for purposes connected with labour or birth. The duty also covers genital piercings and tattoos for non-medical purposes.

- The duty only covers girls who are **under 18 at the time of disclosure**; a disclosure by an adult who experienced FGM in childhood is not covered by mandatory reporting rules.
- Failure to make a mandatory report when required under the procedures could result in disciplinary proceedings being taken against the professional.
- Suspected cases or cases where a girl is thought to be at risk of FGM will continue to be referred under the current multi-agency guidance available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/
- **The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred**

Reporting known cases of FGM to the Police under Mandatory Reporting rules

- Reports must be made as soon as possible following disclosure or observation and should be made within 1 working day unless there are exceptional circumstances, for example reporting would put the girl (or another child) at immediate risk of harm or professionals need to consult with other colleagues. The latest timeframe for making a report is one month.
- Although it is good practice for professionals to consult with their agency's designated safeguarding lead prior to reporting, this should not hold up making a report.
- Reports should be made to the police by dialling **101**; professionals should inform the operator that they are making a report under the FGM mandatory reporting duty and should provide the following information:
 - their details:
 - name
 - contact details (work telephone number and e-mail address) and times when they will be available to be called back
 - their role
 - their place of work
- details of the organisation's designated safeguarding lead:
 - name
 - contact details (work telephone number and e-mail address)
 - place of work
- the girl's details:
 - name
 - age/date of birth
 - address
 - where applicable, details of any other safeguarding action that has been or will be undertaken.

Professionals should make a record of any actions taken and ***must take a note of any police reference or CAD number given before ending the call as this is evidence that the duty has been complied with.***

The report will then be sent to the Child Abuse Investigation Team (CAIT) for investigation and the CAIT will send a MERLIN to the Enfield MASH in order to plan an appropriate joint response

If it is thought that a girl is about to be brought somewhere immediately for the purposes of carrying out FGM, including abroad, professionals should call 999.

Informing the child and their family

Professionals should be aware of the guidance contained in the Home Office procedures on this matter:

“In line with safeguarding best practice, you should contact the girl and/or her parents or guardians as appropriate to explain the report, why it is being made, and what it means. Wherever possible, you should have this discussion in advance of/in parallel to the report being made. Advice and support on how to talk to girls and parents/guardians about FGM is available in the multi-agency guidance on FGM. However, if you believe that telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or of the family fleeing the country, you should not discuss it. For more information, please see information sharing advice for safeguarding practitioners. If you are unsure or have concerns, you should discuss these with your designated safeguarding lead.”

APPENDIX 5

FORCED MARRIAGE

Forced Marriage – a form of Domestic Abuse

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The law

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fmf@fco.gov.uk

Website: www.fco.gov.uk/forcedmarriage

FMU publication: *'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09*

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage' Government Office – November 2008*, *'Multi-agency statutory guidance for dealing with forced marriage,' June 2014* and *'Multi-agency practice guidelines: Handling cases of forced marriage' 2014.*

APPENDIX 6

The Designated Safeguarding Lead receiving an allegation of abuse should:

- Take any steps needed to protect any pupil involved from risk of immediate harm.
- Once alerted to an allegation/suspicion of abuse, obtain written details of the allegation, signed and dated from the person who received the allegation and ensure a full understanding of what is being alleged speaking to the child only if this is unavoidable.
- Not interview or investigate the allegation further, but refer the matter immediately to MASH (The telephone number has been supplied to the DSL, together with the number of the out of hours MASH for evening, night-time and weekend use).
- Consult the MASH and follow his/her advice about contacting parents, other staff, police, doctor or the alleged perpetrator or witnesses direct.
- Agree with MASH any necessary next steps in relation to:
 - a) Informing a pupil's parents (there are circumstances where it would be inappropriate to inform parents immediately an allegation has been made).
 - b) Medical examination or treatment for the pupil (again there are circumstances where medical evidence will be needed).
 - c) Immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, and a pupil against whom an allegation has been made (each of these may now be at risk).
 - d) Informing other people at the setting of the allegation and its investigation. Experience has shown that knowledge of an allegation or impending investigation can lead to a serious risk to the informant from the alleged perpetrator, to 'covering up' of evidence that may be sought by police (such as collections of child pornographic photographs), or to pressure being applied on others to remain silent).
- Inform and notify MASH – Tel: 0208 379 2507 Tel: 0208 379 1000 (out of hours)
- Inform the pupil or adult who made the initial allegation of what the next steps are to be.
- Take any necessary steps for the longer-term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. This may involve the pupil receiving continuing support and protection from a staff member.
- Take any necessary steps to protect and support a pupil who is alleged to have abused another and inform his/her parents immediately. The allegation may not later be substantiated, but even if it is, the setting continues to have a statutory welfare responsibility towards this pupil while he or she is attending the setting.
- Ensure that any pupil being interviewed by the police has available a supportive member of staff of his or her own choice to accompany him or her if this becomes necessary.
- Make arrangements, where feasible, for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his or her parents where appropriate.

If the DSL is not available or you are not satisfied with the advice, you can seek advice yourself from MASH or Enfield LSCB.

Further guidance is available on the Enfield LSCB website: www.enfield.gov.uk/enfieldlscb/

APPENDIX 7

CONFIDENTIALITY POLICY FOR SCHOOLS

The policy of the setting is to work in partnership with parents in order to promote the welfare of students. The setting also aims to build up relationships of trust with students. Students and parents should feel able to raise with the School concerns about safety and welfare in the knowledge that these will be dealt with sensitively. If possible, information will be shared on an anonymous basis to respect the confidentiality of the people involved.

Because of the sensitivity of these issues, the School will operate on the presumption that anything imparted in confidence will be treated in confidence. This is subject to three qualifications:

1. Anything imparted 'in confidence' to one member of staff or person approached as an associate of the School, may be shared with a restricted number of colleagues if that person feels in need of support and guidance from them.
2. If serious concerns are raised about the safety or welfare of a child, the person approached may be obliged, in terms of the School's child protection procedures, to pass that information on to the Designated Safeguarding Lead for consideration as to whether it should be shared with the appropriate authorities. In these circumstances, the person approached would not, except in an emergency, breach the confidence without letting the person seeking assistance know that he/she intended doing so.
3. The School must, of course, pass on information when legally obliged to do so, for example, by a court of law.

Students and Parents:

Students must also feel able to share concerns with staff. Problems may arise when a child consults a member of staff about a problem and does not want that information to be shared with parents. Whilst staff will try to encourage students to share the information with parents where that is appropriate, there may be circumstances in which any pressure to pass the information on could result in the child keeping the problem to him or herself or not sharing concerns in the future. However, it is only in the most exceptional circumstances that information will not be shared with parents. Parents may report any concerns to Ofsted.

Medical Confidentiality:

The setting recognises that medical confidentiality is beyond and separate from the setting's normal procedures.

APPENDIX 8

THE USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS

The Setting pays due regard to the non-statutory advice from the Department for Education outlined below. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary.

Key points from the DfE:

- Staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior leaders should support their staff when they use this power.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by Setting staff at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Proprietor has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a childcare/school Setting, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Settings/Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search students without consent

- In addition to the general power to use reasonable force described above, the Proprietor and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent.

Communicating the Setting’s approach to the use of force.

- Every setting is required to have a behaviour policy and to make this policy known to staff, parents and students.
- There is no requirement to have a policy on the use of force but it is good practice to set out the circumstances in which force might be used. For example, it could say that teachers will physically separate students found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled students and students with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, students and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on students and young people. The techniques in question are:
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The Proprietor should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. All staff at AES are trained in responsible restraint techniques through attendance on a designated Approach Training course run by Enfield LA.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and how to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider:
- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The Setting must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Consideration should be taken as to whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with students?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

APPENDIX 9

APPOINTMENT OF STAFF – (see separate Safer Recruitment Policy)

An important part of Safeguarding Students is for settings to follow appropriate procedures for appointing staff. The setting's recruitment procedures include thorough checks of all staff (teaching and non-teaching) who have (or could have) substantial unsupervised access to students.

The revised KCSE (July 2015) guidelines contains the following-

Secretary of State Prohibition Orders

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and students's homes in England.⁴⁰ A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Employer Access Online Service. ⁴¹ Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication [Teacher misconduct: the prohibition of teachers](#).

At AES, we carry out termly checks on all teaching staff using the government's database (NCTL website) in order to ensure that our staff are still legally able to teach. We record the outcome of each of these checks in staff files and the dates of the checks and the outcomes are also recorded onto the Staff Central Register. These checks are made as part of our Safer Recruitment procedures.

The database used by AES and schools nationally is [Employer Access Online](#), which is now accessed via the Department's Secure Access portal will also identify any existing prohibitions and sanctions made by the General Teaching Council for England (GTCE) before its abolition at the end of March 2012, and provide information about any teacher qualifications held and whether induction has been passed. The service is offered free of charge to schools, local authorities and teacher supply agencies in England.

RECRUITMENT AND SELECTION PROCEDURE

All applicants for employment will be required to provide evidence of their academic and employment history which can be corroborated and their suitability for the role. Incomplete evidence will be returned to the applicant where the deadline for completed submission of evidence has not passed. This is part of our Safer Recruitment Procedure.

APPENDIX 10

THE EDUCATION (PROHIBITION FROM TEACHING OR WORKING WITH STUDENTS) REGULATIONS 2003

These regulations relate to the Secretary of State's powers to bar teachers under Section 142 of the Education Act 2002. This includes, for example, persons in possession of indecent photographs of students. There are also new regulations strengthening the reporting of individuals who are barred from teaching to the Disclosure and Barring Service (DBS) www.gov.uk/disclosurebarring-service. This is regardless of whether a teacher's services are terminated or if he/she leaves voluntarily.

The Disclosure and Barring Service (DBS) is to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including students.

DBS statutory responsibilities include:

- processing requests for criminal records checks as defined by Part V of the Police Act 1997; for applications made in England and Wales
- deciding whether it is appropriate for a person to be placed on or removed from a barred list under the Safeguarding Vulnerable Groups Act 2006 or Safeguarding Vulnerable Groups Order (Northern Ireland) 2007
- maintaining the DBS student's barred list and the DBS adults' barred list for England, Wales and Northern Ireland

The DBS was established under the Protection of Freedoms Act 2012 and carries out the functions previously undertaken by the Criminal Records Bureau (CRB) for England and Wales and the Independent Safeguarding Authority (ISA) for England, Wales and Northern Ireland. Functions of the CRB and ISA have been transferred to the DBS under the Protection of Freedoms Act 2012 and it became operational on 1 December 2012.

Non-statutory advice has been issued by the DfE, to supplement Keeping Students Safe in Education. It concerns how staff can be disqualified by association with others and explains the effect of the Childcare (Disqualification) Regulations 2009. The advice applies to staff in schools who work in provision for students who have not attained the age of 8.

The supplementary advice reminds schools that they may not allow people to work in these settings or to be directly concerned in their management, if they or others in their households are "disqualified".

The grounds for disqualification are not only that a person is barred from working with students (included on the student's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against students and adults, at home or abroad
- Other orders have been made against them relating to their care of students
- They have had their registration cancelled in relation to childcare or student's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the students's barred list.

APPENDIX 11

ABUSE OF TRUST

We recognise that as adults working in the school, we are in a relationship of trust with the students in our care and acknowledge that it is a criminal offence to abuse that trust.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

APPENDIX 12

RELEVANT POLICIES

The Setting's legal responsibility for safeguarding the welfare of students goes beyond basic child protection procedures. The Setting recognises in particular that bullying and racism can often be forms of abuse. It is our duty to ensure that safeguarding permeates all activities. This policy therefore complements, supports and has relevance to a range of other policies, for example:

Bullying: Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding students procedures.

Racist Incidents: Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding students procedures.

E-safety: This policy recognises that internet safety is a whole school responsibility – staff, students, parents.

Students and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. Use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

content: being exposed to illegal, inappropriate or harmful material

contact: being subjected to harmful online interaction with other users

conduct: personal online behaviour that increases the likelihood of, or causes, harm

The proprietor will ensure that as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 64) and the requirement to ensure children are taught about safeguarding, including online (paragraph 68), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

See separate policy for further detail.

Health & Safety: Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our students both within the school environment and when away from the school when undertaking off the premises trips and visits.

Missing Students Policy: Our policy is set out in a separate document. It includes general guidelines; some flexibility in procedures will be inevitable depending on the age of the child, the child, circumstances, time of day.

Educational Visits Policy: Our policy is set out in a separate document. It sets out the principles and criteria of good practice whilst leaving a good deal to the expertise and judgment of those approving, leading or supervising the visit. A 'culture of safety' is the prime consideration. The setting's staff who organise trips/visits/off-site activities will always ask for assurance that the relevant child protection checks and procedures are in place. The Setting also ensures that staff from other centres work alongside at least one of our staff. Safeguarding is always included in major trip briefings for staff and students.

Whistleblowing Policy: Our Whistleblowing policy, set out in a separate document, should enable members of staff to raise concerns internally and in a confidential fashion. The policy also provides, if necessary, for such concerns to be raised outside the organisation.

Concerns and Complaints Policy: This policy is set out in a separate document. It is a policy for parents, students and staff. It recognises and acknowledges the entitlement to complain or air a grievance.

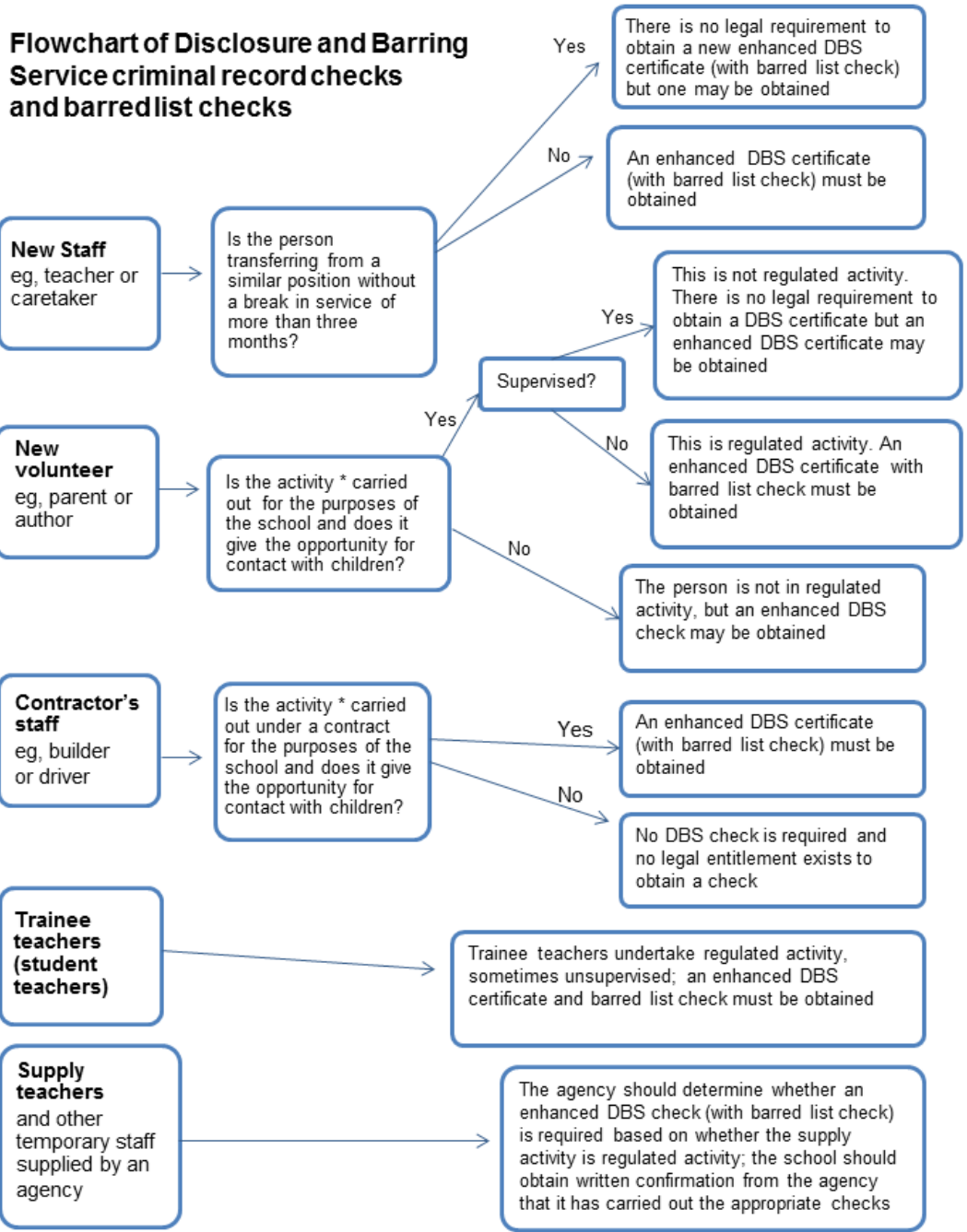
Preventing Extremism and Radicalisation Policy: This policy is set out in a separate document with a brief summary of the legislation around it set out in Appendix 15. Staff are fully aware of the government's Prevent agenda and of ways support this including via lessons (PHSE/SMSC), outside trips, speakers and addressing any concerns with students as they occur. Staff receive specific Prevent training from the Metropolitan Police.

Specific Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. Guidance in respect of child sexual exploitation, domestic violence etc is given on the Enfield LSCB website: www.enfield.gov.uk/enfieldlscb

- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage

- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Code of Behaviour - for All Staff, Governors and Volunteers

Interaction with Students: Model Code of Conduct for Staff

You must not:-

1. Staff, governors and volunteers **should not** spend excessive amounts of time alone with students, away from others. Meetings with individual students should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting.

2. Staff, governors and volunteers are **advised not to** make unnecessary physical contact with students.

However, there may be occasions when physical contact is unavoidable, such as providing comfort at times of distress, or physical support in contact sports or similar. In all such cases contact should only take place with the consent of the child.

3. It is **not good practice** to take students alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents (or guardians) and the head or a member of the SMT

5. Staff, governors and volunteers **should not** start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should just record the facts and report these to a designated person.

6. Staff, governors and volunteers should **never** (even in fun) –

a. Initiate or engage in sexually provocative conversations or activity.

b. Allow the use of inappropriate language to go unchallenged.

c. Do things of a personal nature for students that they can do themselves.

d. Allow any allegations made by a child go without being reported and addressed, or either trivialise or exaggerate child abuse issues.

e. Make promises to keep any disclosure confidential from relevant authorities as not only is this inappropriate but it also constitutes a 'breack of trust' towards the student.

7. Staff, governors or volunteers **should not** show favouritism to any one child, nor should they issue or threaten any form of physical punishment.

8. All employed staff and volunteers **should not** promote any partisan political views or distribute literature relating to this whilst on school premises.

You must:-

8. Staff, governors and volunteers **must respect** student's rights to privacy and encourage students and

adults to feel comfortable enough to report attitudes or behaviour they do not like.

9. Staff, governors and volunteers **will be expected** to act with discretion with regard to their personal relationships. They should ensure their personal relationships do not affect their role within the school.

10. All staff, governors and volunteers **should be aware** of the procedures for reporting concerns or Incidents, and should familiarise themselves with the contact details of the designated persons.
11. If a member of staff, governor or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, **they should** make others aware of this.
12. If a member of staff, governor or volunteer has any concerns relating to the welfare of a child in their care, be it concerns about actions/behaviours of another staff member or volunteer or concerns based on any conversation with the child; particularly where the child makes an allegation, they should report this to a designated person.
13. All staff, governors and volunteers must have read and understood the Whistleblowing Policy with particular reference to when it should be used and the procedure for using it.

APPENDIX 15

PREVENTING EXTREMISM AND RADICALISATION POLICY

Legal Status

The Counter-Terrorism and Security Act, Section 26, (2015) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism. This is known as the 'Prevent Duty'. We recognise that we are partners with a key role to play between the Local Authority and the chief officer of the local police.

- This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015, and other relevant and current regulations and any other guidance to which schools are obliged to have regard.
- In adhering to this policy, and the procedures therein, staff and visitors contribute to Applied Educational Solution's delivery of the outcomes to all students, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Students in line with our statutory duties set out at s175 of the Education Act 2002.
- Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in *Keeping Children Safe in Education (KCSIE)* (DfE: 2016); *Working Together to Safeguard Children (WT)* A guide to inter-agency working to safeguard and promote the welfare of students (HM Government: 2015 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People'.

Applies to:

- The Whole School and all other activities provided by the school and all staff (teaching and support staff) working in the school.

In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and proprietor.

Related Documents:

- Safeguarding Students – Safer Recruitment Policy, Anti-bullying Policy, E-Safety Policy, Whistleblowing Policy, Personal Social Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) Education

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, within the Policies Folder in the school given to all parents when their child enrolls and on request a copy may be obtained from the School.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Proprietor.
- The Proprietor undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so required.

