



# Safeguarding & Child Protection policy

## Key points and summary

1. We are a caring community, whose values are built on mutual trust and respect for all. Harrow High takes the safeguarding of children seriously. We aim, as a school, to ensure a safe and secure environment where all can learn and develop the skills which will protect them as they become more independent. Systems are in place so that the learners are safeguarded through safer recruitment, child protection procedures, appropriate checking of adults, adequate staff / learner ratios and awareness of potential risks.
2. This overarching policy aims to:
  - Give clear guidance to staff as to their responsibilities
  - Show the inclusion of our safeguarding ethos in school policies
3. The emphasis is to ensure stakeholders are aware of the importance of safeguarding at all times. The policy is part of the Safeguarding and Health & Safety suite of policies.
4. This document has been adapted from the Harrow Safeguarding Children Board's Model Safeguarding Policy for Schools

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## 1. Introduction and legislative framework

**Harrow High School** is fully committed to meet its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

Safeguarding and promoting the welfare of children is defined in the Department for Education's (DfE) statutory guidance [Keeping Children Safe in Education](#) as :

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

To us at Harrow High 'Children' / 'Learners' includes everyone on roll at Harrow High School as a learner, so includes all Sixth Formers until they leave us to go to their next phase of education or employment.

### **'A child centred and coordinated approach to safeguarding'**

The child's best interests will remain our paramount focus and this is best achieved by **Harrow High School** working within the context of the following statutory duties and government guidance which require effective inter-agency cooperation:

**Section 175** of the [Education Act 2002](#) places a statutory duty on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

[Section 11 of the Children Act 2004](#) sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community are provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

[Children and Social Work Act 2017](#) brought about a new partnership arrangement to safeguard children. [Harrow Safeguarding Partnership Arrangement](#) oversees a collaborative approach by Harrow Safeguarding Children Board and Harrow Safeguarding Adults Board in order to promote a 'Think Whole Family' approach to safeguarding. As a relevant agency **Harrow High School** is committed to fulfilling its statutory duty to engage with these arrangements.

Our policy and procedures are in accordance with government guidance set out in Keeping Children Safe in Education (KCSE) which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people in our school. In particular, this document incorporates **Part one** of KCSE that **all**

**staff** (which includes headteachers, teachers, non-teaching/support staff and governing bodies) should read and understand how to discharge their roles and responsibilities to safeguard and promote the welfare of children and young people in our school.

This procedure also reflects government advice [What to do if you are worried a child is being abused: guide for practitioners](#)

The following policy and procedures apply to all governors, staff and volunteers working in our school. It is expected that all staff will also be made aware of related internal school policies including, The Behaviour for Learning Policy and The Code of Conduct.

## 2. Key Contacts

### (i) Safeguarding and Promoting the Welfare of Children at Harrow High School:

Role	Name	email
Designated Safeguarding Lead (DSL)	Matt Jukes	mjukes.310@harrowhigh.com
Deputy DSL	Rachel Tucker	rtucker19.310@harrowhigh.com
Designated Lead Governor for Safeguarding	Jo Lang	office@harrowhigh.com
Deputy Lead Governor & Chair of Governors	Pete Bains	office@harrowhigh.com
Headteacher (for concerns/allegations about staff)	Paul Gamble	pgamble.310@harrowhigh.com

### (ii) Key local contacts for safeguarding children

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	<b>'Golden Number': 020 8901 2690</b> <b>Emergency Duty Team</b> :weekends, bank holidays and between 5pm-9am during the week: <b>020 8424 0999</b>
Police	<b>101 or for immediate emergency: 999</b>
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number above. <b>Ongoing cases: 020 8736 6435</b>
Children and Young People with Disabilities 0-25yrs	<b>020 8966 6481</b>
Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board	<a href="http://www.harrowscb.co.uk">www.harrowscb.co.uk</a>
NSPCC	<b>0800 800 5000</b>
Childline	<b>0800 1111</b>
Government's Whistle-blowing Service via NSPCC Report Line	<b>0800 028 0285</b>
Forced Marriage Unit	<b>020 7008 0151</b> From overseas: <b>+44 (0)20 7008 0151 (Mon – Fri 9am-5pm)</b>

	Out of hours: <b>020 7008 1500</b> (ask for the Global Response Centre) Email: <b>fmu@fco.gov.uk</b>
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	<b>020 7340 7264</b> Email: <b>counterextremism@education.gsi.gov.uk</b>
Disclosure and Barring Service	<b>03000 200 190</b> Email: <b>customerservices@db.s.gov.uk</b>
Teaching Regulation Authority	<b>020 7593 5392</b> Email: <b>misconduct.teacher@education.gov.uk</b>

### 3. Harrow High School's Safeguarding Mission Statement

#### 3.1 Everyone's Responsibility

All staff at Harrow High School understand that safeguarding children is everyone's responsibility.

We will:

- a) Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- b) Always act in the best interests of the child, taking their wishes and feelings into account.
- c) Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See our Recruitment and Selection Policy and Procedures).
- d) Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment. See Appendix 1 and [Harrow's Early Help offer](#).
- e) Establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern.
- f) Require any member of staff who has a concern about a child's welfare to follow the referral process set out in this document.
- g) Recognise that children may not always disclose abuse and that this should not stop staff having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL).
- h) Where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention.
- i) Ensure that children who have been abused or neglected will be supported in line with a child protection plan.
- j) Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies.
- k) Include opportunities across the curriculum, including SMSC and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.
- l) Maintain an attitude of **"it could happen here"** where safeguarding is concerned.

### 3.2 Why is this important to our school?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- a) failing to act on and refer the early signs of abuse and neglect;
- b) poor record keeping;
- c) failing to listen to the views of the child;
- d) failing to re-assess concerns when situations do not improve;
- e) not sharing information or sharing information too slowly and;
- f) a lack of challenge to those who appear not to be taking action.

### 3.3 Contextual Safeguarding

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For further information see the University of Bedfordshire's [Contextual Safeguarding Network](#).

## 4. Responsibilities

### 4.1 Governing Body

It is the responsibility of our Governing Body to ensure that our school complies with its legislative duties and has regard to Government guidance Keeping Children Safe in Education to ensure that our school's policies, procedures and training are effective and comply with the law.

This responsibility includes understanding the local criteria for action and assessment and supplying information as requested by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group).

The Governing Body will:

- a) Designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues
- b) Nominate a member of the governing body to be responsible in the event of an allegation of abuse made against the Headteacher
- c) Ensure that the school has a Designated Safeguarding Lead within the senior management team and that s/he has the additional time, funding, training, resources and support needed to carry out their role effectively.
- d) Ensure that policies and procedures are in place, which are compliant with government guidance and local Safeguarding Partnership Arrangements. These should be reviewed annually and staff



should be encouraged to contribute to their development. These should be made available publicly via the website or other means

- e) Ensure that all staff, **governors** and volunteers access appropriate levels of child protection and safeguarding induction and training, including online safety. In addition, all staff should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- f) Liaise closely with the Designated Safeguarding Lead and receive regular reports in to monitor procedures and practice and ensure compliance
- g) Ensure that staff understand the process and principles for sharing information, including the [Data Protection Act 2018](#) (the UK's implementation of the General Data Protection Regulations (GDPR) 2018
- h) Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training. See school's Safer Recruitment Policy
- i) Ensure that Allegations Management procedures are in place and embedded across the school
- j) Ensure that other related procedures are in place and embedded e.g. the Staff Code of Conduct, Safe Practice, Staff/Pupil Relationships, Acceptable use of Technologies
- k) Ensure that appropriate responses to children who go missing from education, particularly repeat occasions are in place to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future
- l) Ensure that other related procedures e.g. FGM, Anti-bullying – Peer on Peer abuse (including sexual violence and sexual harassment); Preventing Radicalisation, Trafficking and Modern Day Slavery are in place and embedded (see Appendix 1: Further Information – Safeguarding Children in Specific Circumstances)
- m) Ensure any deficiencies in safeguarding arrangements are remedied without delay
- n) Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority
- o) Ensure that the curriculum supports children in recognising and responding to risks, including on-line safety
- p) Take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers

#### **4.2 Designated Safeguarding Lead (DSL)**

Our DSL is a member of the senior management team and takes lead responsibility for safeguarding and child protection. This is explicit in the role-holder's job description (For the full Role Description for the DSL see Appendix 2). **Any** Deputy DSLs are trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

During term time our DSL or Deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/ out of term activities (via continual monitoring of emails and/or a specific rota determined by the safeguarding team at Harrow High School)

Our DSL and Deputy DSL will liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with other agencies in line with Working Together to Safeguard Children.

Our DSL will:

- a) Undergo training to provide them with the knowledge and skills required to carry out the role. Formal training should be updated every two years with regular updates on developments in between, e.g. via e-bulletins, termly HSCB forums for DSLs, and reading time, to keep up with any developments relevant to their role
- b) Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with Working Together to Safeguard Children
- c) Refer all cases of suspected abuse to Harrow children's Social Care via the Multi-agency Safeguarding Hub (MASH)
- d) Refer all cases to the police where a crime has been committed

#### **4.3 What all staff should look out for:**

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- a) is disabled and has specific additional needs
- b) has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- c) has a mental health need
- d) is a young carer
- e) is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- f) is frequently missing/goes missing from care or from home
- g) is at risk of modern slavery, trafficking or exploitation
- h) is at risk of being radicalised or exploited
- i) is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, or a parent in prison
- j) is misusing drugs or alcohol themselves
- k) has returned home to their family from care
- l) is a privately fostered child
- m) is at risk of so-called 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage
- n) is persistently absent from education, including persistent absences for part of the school day

## 4.4 Thresholds for Intervention

The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to [Harrow Thresholds Guidance](#). If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing.

**N.B.** Informing parents does not require seeking their consent to share the information with professionals who need to know.

The DSL will provide guidance on the appropriate action. Options will include:

- a) Managing any support for the child internally via the school's own pastoral support processes;
- b) An early help assessment or;
- c) A referral for statutory services e.g. the child is or might be in need or suffering or likely to suffer harm.

**4.41 Early Help** - All staff play an important role in safeguarding and promoting the welfare of children and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. This may be done for example, by immediately speaking with the DSL, or the Deputy DSLs, regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

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

**4.43 Children suffering or likely to suffer significant harm** - Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under [section 47 of the Children Act 1989](#) if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and

neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

## 5. Procedures

### 5.1 General

It is the responsibility of every member of staff and volunteer to know and understand our Child Protection and Safeguarding Policy and Procedure. They should also read Part 1 of KCSE. Where safeguarding is a concern, all staff and volunteers etc. should maintain an attitude of **'it could happen here'** and know what to look for.

If any member of staff or volunteer is concerned about a child they must inform the DSL or one of the deputy DSLs immediately. This is through emailing the safeguarding team, calling Learning Walk or a face2face conversation with a DSL. The concern must be a clear, precise, factual account of the observations, disclosure or what is concerning. (If requested, complete a more detailed Record of Concern Template from Appendix 3)

Where there is a child protection concern, allegation or disclosure the DSL or one of the deputy DSLs will make an immediate call to Children's Social Care to alert or to consult with them. The Multi Agency Referral Form (also referred to as a CAF within Harrow High School) will be sent by the DSL.

At Harrow High School we have a duty rota for Safeguarding but if in exceptional circumstance the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from Children's Social Care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care – refer to [HSCB guidance on multi-agency resolution of professional disagreements](#)

Within one working day of a referral being made, Children's Social Care should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. The referrer should follow up if this information is not forthcoming. Each referral will remain on the Inclusive Learning Panel agenda until the outcome has been acknowledged by Children's Social Care

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following the [HSCB guidance on multi-agency resolution of professional disagreements](#) to ensure that their concerns are addressed and, most importantly, that the child's situation improves.

## 5.2 When concerned about a child

All staff and volunteers should be aware that the main categories of abuse include, Physical, Emotional, Sexual Abuse and Neglect (see Appendix 4). Training should equip staff to help identify the indicators of harm, but in general in an abusive relationship a child may:

- a) Appear frightened of a parent or others in the household e.g. siblings
- b) Appear frightened of someone outside of the home, including a peer. This includes within the school setting
- c) Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and cultural backgrounds)
- d) Display insufficient sense of boundaries or lack stranger awareness
- e) Appear wary of adults and display a 'frozen watchfulness' or appear noticeably withdrawn

## 5.3 Dealing with a disclosure

If a child discloses that he or she has been abused or neglected in some way, the member of staff or volunteer should:

- a) Listen to what is being said without displaying shock or disbelief, allowing the child to talk freely and at their own pace.
- b) Do not make written records – focus on listening to the disclosure, staff are not there to interview or record every tiny detail. This will be done later on by a DSL and/or external agency.
- c) Take what the child says seriously
- d) Reassure the child, but do not make promises, particularly about maintaining confidentiality – say that you cannot keep secrets
- e) Reassure the child that they are not at fault and they were right to tell someone
- f) Listen and only ask questions when it is necessary to obtain clarification – 'Tell me again', 'Explain that again', 'Describe that again'. Your role is not to investigate nor ask leading questions if seeking clarification
- g) Not ask leading questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child's mind
- h) Do not criticise the alleged perpetrator or go and try and deal with them
- i) Remain objective and not prejudge an alleged perpetrator
- j) Make a written record only if directed by the DSL, using the child's language when relaying what they said.
- k) Pass the information the DSL/Safeguarding Team without delay

## 5.4 Confidentiality and Communicating with Parents

All staff in schools have a responsibility to share relevant information about the protection of children with other specified professionals, particularly investigative agencies (Children's Social Care and the Police).

If a child confides in you and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that you cannot promise complete confidentiality, but explain what you will do next and that information will only be shared with those who need to know in order to help.

Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

Parents should be made aware of the school's Safeguarding and Child Protection Policy and Procedures and that these are available on our school's website.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. The DSL will ensure that our school's information sharing arrangements comply with the DfE's [Information Sharing: Guidance for Practitioners](#)

Any written communications containing sensitive information must only be sent to other professionals on a need to know basis using secure mail processes e.g. secure email.

## 5.5 Record Keeping (Staff & DSL)

When a child protection concern has been identified, reported or disclosed, the member of staff receiving this information should:

- To listen to the learner and report it to a DSL as a matter of urgency
- The DSL will speak to the learner again after understanding the staff concern. The DSL will use the school DSL Safeguarding Summary Form from Appendix 3 to record any notes needed. Basic details will speed up any contact over the phone with Children's Social Services
- If any notes are made at any stage they must not be destroyed but passed on to the DSL – these are sometimes required by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the **exact** words used by the child
- If injuries are visible, the learner must be taken to Learner Services where they will be assessed by the Welfare Officer who will then record the incident and indicate any visible injuries on the provided body map(s). Learners will not be asked to lift or removed clothes to see unseen injuries that we have been told about
- Record comments and observations rather than interpretations or assumptions
- Only the DSL or the Deputy DSLs, will make a record of all concerns, discussions and decisions made, and the reasons for those decisions.
- The DSL will sign and date their notes;

All notes, body maps and records must be given to the lead DSL promptly.

The DSL will ensure that all safeguarding records are managed internally as well as in accordance with the [Education \(Pupil Information – England\) Regulation 2005](#).

## 5.6 Transfer of files/records

When a child leaves our school, our DSL will ensure that their child protection file, if they have one, is transferred securely to the new school or college within 5 working days and ensure that the relevant member of staff in the new establishment is made aware and has confirmed the arrival of the learner to their establishment. For further guidance see [HSCB Guidance on the transfer of a CP or Safeguarding file to another educational setting](#).

## 6. Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. *The Data Protection Act 2018* and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

*The Data Protection Act* specifies 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information (special category personal data) without consent.

Further advice can be found on the Information Commissioner's Website and in particular the [Information Commissioner's Office](#) which includes guidance on the GDPR. Also [GDPR in schools FAQs](#);

HM Government has also published [Information Sharing: The Seven Golden Rules DfE July 2018](#). This document includes the seven golden rules to information sharing:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the

basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to Children's Social Care.

## 7. Safer Workforce

### 7.1 Safer Recruitment

The school has a separate *Safer Recruitment Policy* which specifies how all staff and volunteers must be recruited, following robust recruitment and selection process, including DBS and thorough reference checks.

The aims of the *Safer Recruitment Policy* are to help appoint the most suitable people to work with our pupils and to deter, reject or identify people who might harm pupils or are otherwise unsuitable to work or volunteer in our school.

The school will follow the recommendation that potential new staff be subject to a "digital screening" process prior to interview.

### 7.2 Safer working practice

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. The school's Code of Conduct and Guidance for Safer Working Practice forms part of our School's compulsory training for all staff and volunteers. Click here for further information [Guidance for safer working practice for those working with children and young people in education settings](#).

### 7.3 Managing allegations against staff and volunteers

Any allegation against a member of staff (including supply staff) or volunteer, as described below, must be reported to the **headteacher** without delay, unless the Headteacher is the subject of the allegation - when the **chair of governors** must be informed, or the Vice-Chair in his/her absence, without notifying the Headteacher first.

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place.



Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Allegations arise where a member of staff (including supply staff) or volunteer may have:

- a) Behaved in a way that has or may have harmed a child;
- b) Possibly committed a criminal offence against/relating to a child;
- c) Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
- d) behaved or may have behaved in a way that indicates that they may not be suitable to work with children

In addition, we ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the [Sexual Offences Act 2003](#).

Our school will also ensure that any staff facing an allegation will be provided with support, including a named contact if they are suspended. We will work effectively with the Local Authority's Designated Officer to help ensure that the matter is dealt with as quickly, fairly and consistently as possible in the interests of all concerned.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information is to be shared on a 'need to know' basis only.

An immediate written record of the allegation should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

The Headteacher or Chair of Governors will not investigate the matter but will consult the Local Authority's Designated Officer (LADO) for Managing Allegations via the Multi-agency Safeguarding Hub (MASH). Whilst recognising our duty to support staff, the welfare of our learners remains our paramount consideration.

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child. For further details on the management of allegations against staff, please see the school's Safer Recruitment Policy.

**Low level concerns** - The school promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately, including low level concerns.

A low level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside or work and does not meet the harm threshold or is not otherwise serious enough to consider a referral to the LADO.

Examples of such behaviour include, but are not limited to: being over friendly with learners, having favourites, taking photographs of learners on their mobile phone, engaging with a learner on a one-to-one basis in a secluded area, or behind a closed door and/or humiliating learners.

All low level concerns will be shared with the Headteacher so that they are dealt with effectively and to also protect those who work in or on behalf of the school from becoming the subject of potential false low-level concerns or misunderstandings.

## **8. Physical Intervention/ Positive Intervention**

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the [DfE's guidance on use of reasonable force](#). This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. Restraint should be used only as a last resort. It is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such force/restraint as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Where the use of force is necessary, plans and reasonable adjustments should be made for disabled children and children with special educational needs.

Any use of force or restraint must be recorded and signed by a witness. The parent/carer will be informed of the incident.

## **9. Whistle-blowing**

The Governors of the school are committed to the highest standards of openness, probity and accountability. In line with that commitment we encourage all staff and volunteers at our school/college to feel able to raise concerns about poor or unsafe practice and potential failures in the school/college's safeguarding regime and know that such concerns will be taken seriously by our senior leadership team, this includes both allegations and low level concerns.

All staff and volunteers are made aware of their Whistle-blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

It is recognised that certain cases will have to proceed on a confidential basis. The school's Whistleblowing Policy makes it clear that staff can do so without fear of reprisals. This Policy is intended to encourage and

enable staff of the school, to raise serious concerns within the school rather than overlooking a problem or discussing it externally.

We ensure that staff and volunteers are aware that sexual relationships with learners aged under 18 are unlawful and could result in legal proceedings taken against them under the *Sexual Offences Act 2003*.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations; the HSCB or the Government's Whistle-blowing report line: **0800 028 0285** or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 10. Supporting Vulnerable Children

We recognize that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support learners through:

- a) Curricular opportunities to encourage self-esteem and self-motivation;
- b) An ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- c) Liaison with other agencies which support the learner such as Social Care, Harrow Horizons and Child and Adolescent Mental Health Services (CAMHS);
- d) Our school's behaviour policy will support vulnerable learners in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the learner's sense of worth.

### 10.1 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that our staff have the skills, knowledge and understanding necessary to keep looked after children safe, including children who were previously looked after.

In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with Parental Responsibility. Our staff will obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Our **Designated Teacher for Children Looked After** will obtain details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The DSL for CLA will work with the virtual school head and the Personal Adviser to promote the educational achievement and welfare of existing and previously Looked After Children. For further information see [The Role and Responsibilities of the Designated Teacher](#) and [Promoting the Education of Looked After Children](#).

## 10.2 Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

## 10.3 Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of pupils. For further information see 'Mental Health' on page 36

# 11. Online Safety

The 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 to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Education at home where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely: [safeguarding and remote education](#)

Additional information to support governing bodies to keep their children safe online (including when they are online at home) is provided in KCSIE Annex C.

The school's ICT Acceptable Use Policy and E-Safety Internet Use Policies highlight the dangers of unfiltered and unsecured access to the internet for learners and requires parents to give consent for their child to be able to access the internet while in school. We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers.

The school will take all reasonable precautions to ensure learners cannot access inappropriate materials but also requires a commitment from learners and parents to ensure that school guidance is followed and the computer system and Internet is used in a responsible manner.

Learners are also advised in ICT lessons and via other routes e.g. assemblies about internet safety at home. Where appropriate the police are invited to give assemblies on keeping safe and advising learners about how their actions could fall foul of the law. The Acceptable Use of ICT is discussed at the admissions interview.

All staff are made aware of the school policy on E-Safety which sets our expectations relating to:

- a) Creating a safer online environment;
- b) Giving everyone the skills, knowledge and understanding to help children stay safe on-line;
- c) Inspiring safe and responsible use and behaviour;
- d) Safe use of mobile phones both within school and on school trips/outings;
- e) Safe use of camera equipment, including camera phones;

- f) What steps to take if you have concerns and where to go for help.

All staff are also governed by the terms of the Acceptable Use Policy in school and the school's ICT system is reviewed regularly with regard to security and virus protection. All staff are issued with a guidance for using ICT, including social networking sites, when working with learners along with our Code of Conduct in relation to personal online behaviour.

The school's comprehensive policy is rigorously enforced.

Harrow LSCB guidance on e-safety: <http://www.harrowlscb.co.uk/e-safety-guidance/>

## 12. Child on Child Abuse

### 12.1 Bullying

Our anti-bullying policy reflects our ethos of encouraging all learners to have a positive attitude to everyone. Bullying is challenged whenever it arises and learners are encouraged to understand the negative impact. HoYs/AHoYs log any type of behaviour that may be considered bullying to spot any trends and patterns so as to deal with this more effectively. These figures are reviewed at the termly Safeguarding meeting with Governors.

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. See further [government guidance on bullying](#).

Further advice for learners can be found on the Harrow LSCB website:

<http://www.harrowlscb.co.uk/children-young-people/worried-about-bullying/>

Also see NHS advice: <https://www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx>

### 12.2 Child on child sexual violence and sexual harassment

At Harrow High School, we recognise that sexual violence and sexual harassment can occur between children of **any age and sex**. It can be complex and may occur online and offline.

We recognise that children can also be vulnerable to: abuse in intimate relationships between peers, physical abuse, sexual violence and harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nudes and semi-nude images and/or videos, engaging in sexual activity without consent, upskirting and initiation/hazing type violence and rituals. Such abuse may occur both inside and outside of school and online. Children may also be the perpetrator of such behaviour. The school has a zero-tolerance approach to abuse and will always address incidents of abuse seriously, involving partner agencies where required. Staff also understand that if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not reported.

Staff should not dismiss abusive behaviour as 'normal' between young people. Staff should not develop high thresholds before taking action and abusive behaviour should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys', as it can lead to a culture of unacceptable behaviours and an unsafe environment for children. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence and rituals. Children with special education needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of activity but not another. Consent can be withdrawn at any time and each time activity occurs. A child under the age of 13 can never give consent to any sexual activity, the age of consent is 16, sexual intercourse without consent is rape.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include: sexual comments, sexual jokes or taunting, physical behaviour, displaying pictures or drawings of a sexual nature, upskirting and online sexual harassment.

Some children, whilst at school, sexually harass their peers via their mobile phone and smart technology and share indecent images: consensually and non-consensually (often via large chat groups).

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. The umbrella term is 'harmful sexual behaviour' (HSB) and it can occur online and/or face-to-face. The school will always consider HSB in a child protection context.

**In response to such a report our school will act in accordance with Part 5 of KCSIE:**

- a) reassure the victim that they will be taken seriously and they will be supported;
- b) not promise confidentiality as it is very likely that the concern will need to be shared further
- c) respond in line with our safeguarding procedures outlined in sections 5 to 7 of this document;
- d) where a concern includes an online element, follow [Searching, screening and confiscation: advise for schools](#) and [UKCCIS Sexting in schools and colleges](#). In general staff will not view or forward illegal images of a child (note that the guidance links in this paragraph give further advice where this is unavoidable) and will follow the advice in Appendix 6 showing our procedure for dealing with suspected indecent images
- e) if possible, manage any such reports with two members of staff present (preferably the DSL being one of them).

Where there has been a report of sexual violence, our DSL will make and record an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis.

The risk and needs assessment will consider and keep under review:

- a) the victim, especially their protection and support;
- b) the alleged perpetrator; and
- c) all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

Our DSL will engage with children's social care, the police and specialist services as required. Any risk assessments undertaken by the other agencies/services will be used to inform our school's own risk assessment.

Important considerations:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of any harmful sexual behaviour;
- the ages and developmental stages of the children involved;
- any power imbalance between the children e.g. age differential, disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- any ongoing risks to the victim, other children, adult students or staff; and
- other related, contextual issues e.g. in the community/local environment
- if both the alleged perpetrator and victim are still attending the same school, how best to keep them at a reasonable distance apart (including on transport).

### 12.3 Management of sexual violence/harassment cases

Where appropriate, the management of such cases will be agreed in consultation with children's social care and/or the police or other specialist service. There are four possible routes – **all** underpinned by the principle that such behaviour is **never acceptable and will not be tolerated**:

- (i) **Manage internally** - In some case of sexual harassment, e.g. one-off incidents, it might be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.
- (ii) **Early Help** – Providing early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- (iii) **Referrals to children's social care** – Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to children's social care, who will determine whether any of the children involved are in need of protection or other services. Referring to children's social care should not delay our school from taking immediate action to protect the victim and other children. However, we will ensure that any such actions do not jeopardise a statutory investigation.
- (iv) **Reporting to the Police** – Any report to the police will generally be in parallel with a referral to children's social care. Where a report of rape, assault by penetration or sexual assault is made, the matter should be passed on to the police. If the alleged perpetrator is under ten (below the age of criminal responsibility), the principle of reporting to the police remains. The police will take a welfare approach, rather than a criminal justice approach.

The school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

***With all routes outlined above, it is vital that all concerns, decisions and reasons for decisions are recorded (written or electronic).***

**Bail conditions** –The term 'Released Under Investigation' (RUI) will apply where circumstances do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.

In all cases, our school will work with children's social care and the police to manage any implications and to safeguard children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Throughout any criminal process taking place, the police will help and support the school as much as they can – within the constraints of any legal restrictions.

**The end of the criminal process** – if a child is convicted or cautioned for a sexual offence and remains in school, expectations regarding their future behaviour and any restrictions must be made clear.

**Unsubstantiated, unfounded, false or malicious reports** – if a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.



The school should also consider whether any disciplinary action is appropriate against the individual who made it as per their behaviour policy.

**Safeguarding and supporting the victim** – victims may not disclose the whole picture immediately. They should be asked if they would find it helpful to have a designated trusted adult to talk to about their needs and have choice about who this is. In response to any stress they may experience, flexible or alternative arrangements for their education may need to be considered. We will do everything we reasonably can to protect the victim from bullying and harassment to ensure that they continue to receive a suitable education.

**Safeguarding and supporting the alleged perpetrator** – Any child will likely experience stress as a result of being subject of allegations and any associated negative reactions by their peers. We will respond proportionately, recognising that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. These behaviours may be a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice as appropriate from children's social care, specialist sexual violence services and the police.

If the alleged perpetrator moves to another educational provision, our DSL will ensure that relevant staff at the new provision are made aware of any ongoing support needs and any potential risks to other children and the staff.

## Appendix 1

### Further Information – Safeguarding Children in Specific Circumstances

#### Attendance (including admissions interviews)

Through our attendance protocol we promote to learners and parents the importance of ensuring that learners attend regularly. We also ensure any absence is checked if a child is not in school without explanation. This is either by direct contact with parents or by sending a text message. Absence within school time is only authorised when it is in response to exceptional circumstances. The following statement appears in school documents “Harrow High School is only responsible for children between the hours of 8.15am and 3.50pm unless the children are at an organized school activity supervised by school staff. Outside of these hours, children are the responsibility of their parents. We ask that parents ensure their child arrives punctually at school but not before the published hours.”

See our full policy on this matter.

#### Adult /Child Ratio

We ensure the adult /child ratio is sufficient to safeguard the learners in all situations. In class, we employ LSAs to maintain ratios based on level of need.

When learners are out on school activities or trips, we adhere to DfE, LA and Transport for London guidance on staff/learner ratios of at least 1 staff to 10 learners; this can vary however, depending on the length of the trip, nature of the activities being undertaken and the level of support required by the learners attending. Advice and a full risk assessment is undertaken by the school's EVC before any educational visit occurs.

#### Anti-Bullying (part of Child On Child Abuse)

See comments above on page 18 also our specific policy on this matter.

#### Behaviour and Punctuality for Learning

This policy is aimed at ensuring all learners are kind to each other in all situations on the way in and from school as well as during the school day. Having positive behaviour enables learners to enjoy school free from issues relating to peer on peer abuse. Parts of our Behaviour and Punctuality for Learning Policy is displayed in areas of the school, in the Information for Parents booklet and in full on the school website. All learners are reminded regularly through assemblies, class teaching and individual reminders about the Behaviour and Punctuality for Learning Policy. Parents and learners are told about the rules at induction interviews and encouraged to support their children in keeping them.

Further details are found in the full policy.

#### Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. There may also be community safety incidents within the vicinity of the school which can raise concerns amongst children and parents.

Opportunities for learners to develop their confidence and abilities around keeping themselves are embedded into the school curriculum.

### **Child on Child Abuse**

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action. See related sections above on pages 17-19 as well as on Bullying, Child Sexual Exploitation and Gangs and Youth Violence.

### **Children and the court system**

Guidance is available for when children are required to give evidence in **criminal courts** [5-11 year olds](#) and [12-17 year olds](#).

Making arrangements for children via the **family courts** following separation can be stressful and entrench conflict in families. The Ministry of Justice has a useful online guidance [Get help with child arrangements](#) (also known as contact, access or custody).

### **Children with a family member in prison**

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) (National Information Centre on Children of Offenders) provides information to support professionals working with offenders and their children, to help mitigate negative consequence for those children.

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or increased status of the perpetrator or facilitator.

Child Sexual Exploitation and Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of abuse exploitation:

- a) can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- b) can still be abuse even if the sexual activity appears consensual
- c) can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- d) can take place in person or via technology, or a combination of both
- e) can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence

- f) may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posting on social media)
- g) can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- h) is typified by some form of power imbalance in favour of those perpetrating the abuse

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of Child Criminal Exploitation:

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

The above Child Criminal Exploitation indicators can also be indicators of Child Sexual Exploitation, as can:

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

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young learners affected by CSE. We will follow the HSCB protocol for identifying and managing cases of CSE and promote the use of the HSCB's [SAFEGUARD Identification Tool](#) Identification tool in our child protection training.

Guidance for staff from Harrow LSCB:

<http://www.harrowlscb.co.uk/guidance-for-practitioners/child-sexual-exploitation/>

Harrow LSCB procedures:

<http://www.harrowlscb.co.uk/guidance-procedures/child-sexual-exploitation-procedures/>

Harrow LSCB advice for Learners: <http://www.harrowlscb.co.uk/children-young-people/cse/>

### **Children Missing Education or Missing from Home and Care**

A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Staff should follow the School's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risks of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The School's

procedures are set out in the Attendance Policy and Missing Child Protocol. The Designated Safeguarding Lead will monitor unauthorised absence particularly where children go missing on repeated occasions.

Harrow High School will fulfil its statutory duty in notifying the local authority when removing a learner's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a learner's name at a non-standard transition point.

When one of our learners goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the [Grab Pack for a Missing Child](#)

Harrow LSCB Procedures: <http://www.harrowlscb.co.uk/guidance-procedures/missing-children/>

For further DfE guidance see [Children missing Education](#).

## Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cybercrime.

If there are concerns about a student in this area then the DSL will consider referring them to the [Cyber Choices](#) programme.

## Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children can also be victims, and perpetrators in their own relationships. Extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships).

### Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

The Domestic Abuse Bill 2020 sought to improve awareness and understanding of coercive control offence and review effectiveness of offence. The Bill also recognises the devastating impact that domestic abuse can have on children exposed to it in their own home. Part 1 of the Bill provides that a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator is also to be regarded as a victim of domestic abuse. This will help to ensure that locally commissioned services consider and address the needs of children affected by domestic abuse.

Our school recognises the immediate and long term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identify the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with [government guidance on domestic violence and abuse](#) reporting.

Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by our DSL. This will enable our school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk

### **Drugs Education and Substance Misuse**

We aim to equip learners with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our teaching about drugs has the primary objective of helping learners to become more confident and responsible young people. We teach learners about the dangers to health posed by taking inappropriate drugs and the importance of taking medicines as prescribed by health professionals. We aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society. The school operates a no smoking policy anywhere on the school premises in line with legislation.

We recognise our responsibilities in the following regards;

a) **Learners:** We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle

problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to [Dfe and ACPO Drug Advice for schools](#). (ACPO has changed to the National Police Chiefs' Council).

b) **Parental Substance Misuse:** Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting learners and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

## Equality

This covers all issues relating to equality whether of gender, ethnicity, culture, religion, educational difference or any other form of diversity. Derogatory comments are challenged and adults explain why the comment is unacceptable. Serious incidents are reported to the Headteacher and logged. We seek to celebrate Harrow High's diverse community and workforce and support learners with protected characteristics. Further guidance is set out in the full Equalities Policy.

## Female Genital Mutilation (FGM)

FGM comprises all non- medical procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

'All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons' - WHO

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families, partner agencies to promote understanding and safeguard learners who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our learners welfare where required and will fulfil our duties under the [Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the *Serious Crime Act 2015*). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Where it is suspected that a girl is at risk of FGM being undertaken then normal child protection procedures must be followed. Only a direct disclosure by the victim or potential victim should result in a 999 call and then informing the DSL.

Information on when and how to make a report can be found in the government's [Multi-agency statutory guidance on female genital mutilation](#) and [Mandatory reporting of female genital mutilation - procedural information](#)

Further advice from HSCB: <http://www.harrowscb.co.uk/guidance-for-practitioners/fgm-guidance/>

## Fire Drills including Lock Down Drills

We undertake regular fire drills so that learners and all adults working at the school know what to do in the case of a fire emergency. Rooms have the fire escape routes clearly labelled. Nominated staff take on

responsibilities to check that their areas are cleared and feed this back to the member of staff in charge, normally the Head Teacher or Acting Head Teacher.

Lock Down Drills are for emergencies whereby the safety of learners requires them to be locked into classrooms with staff and hidden from intruders on the school site or a dangerous animal. Lock Down Drills have been practiced by staff and learners only to ensure they know what to do.

### **First Aid and Administration of Medication**

There is a fully trained dedicated Welfare Assistant in post to provide first aid assistance and welfare provision for learners injured or feeling unwell. A number of other staff are also trained and designated as First Aiders in the school to provide additional cover as necessary. Where a child is considered to be too unwell to remain in school, contact will be made with the designated adult and arrangements put in place for their collection.

The school ensures all staff understand their duty of care to children and young people in the event of an emergency. An ambulance will always be called if there is concern that the accident may be more serious or if there is significant concern over the learner's health or welfare.

It is the aim of the school to help parents of learners with medical conditions feel secure in the care their children receive at this school. This is achieved by good communication within school and consultation with parents and health professionals\support agencies involved in learners' health care.

Medication will only be administered to learners providing it is fully authorised by their parent/carer, clearly labeled with the learner's personal details and the dosage and supplied in the original packaging. First aid procedures are detailed in the Health and Safety suite of policies.

### **Forced Marriage**

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Forcing someone into marriage is a criminal offence in the UK. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Abuse.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating learners about the law and their rights and in identifying signs of risk. Further information can be found in [Government Guidance on Forced Marriage](#)

The Forced Marriage Unit has published [multi-agency statutory guidance](#) with pages 19-21 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

### **Gangs and Youth Violence / Serious Violence (including County Lines)**

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs, youth violence or serious violent crime. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a learner or the



wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to government guidance on [advice to schools on gangs and youth violence](#). and [Preventing serious violence: a multi-agency approach](#).

Support for young people affected by gang association can be obtained via [London gang exit](#)

At Harrow High School we take this very seriously and will engage parents/carers at early stages to make sure they are aware that their child is at risk of getting involved in gangs or other negative group behaviours. We will use any outside agency to assist us in this including the police, Trident and Social Services.

Further guidance from Harrow Borough: <http://www.harrowlscb.co.uk/gangs-guidance/>

Harrow LSCB Parental advice: <http://www.harrowlscb.co.uk/gangs-2/>

Harrow LSCB Learners advice:

<http://www.harrowlscb.co.uk/children-young-people/concerned-about-gangs/> and [London Gang Exit programme](#) the latter for 16-24 year olds.

**County Lines:** this is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor, where the victim may have been trafficked for these purposes. In close working relationship with our local MASH a referral to the **National Referral Mechanism** will be considered for any such concerns.

Further advice can be obtained from Home Office guidance [Criminal exploitation of children and vulnerable adults - county lines](#)

## Health & Safety

Our Health and Safety policy is updated regularly and the relevant information shared with all stakeholders. The ethos of the school is that health and safety is everyone's shared responsibility and any risks or hazards are reported immediately. We are constantly vigilant. Each term there is a fire drill that practices efficient evacuation from the buildings.

Risk assessments are undertaken in all areas of the curriculum and to cover all risks identified in school. In order to ensure safety at lunchtime our learners are not allowed to leave the school site and staff are on duty at strategic places and engage with learners. Risk assessments are also undertaken before learners are taken off site for all locations to be visited.

There is also a critical incident plan that details what all staff should do in the case of emergencies.

## Healthy Living

Through our curriculum and our assemblies we actively promote healthy lifestyle choices to the learners. They are also taught about making healthy choices in food through Science and Food Technology teaching. Our caterers actively encourage healthy choices at lunchtime and meet the current legislation on nutritional standards.

As an academy with a background of being a sports college, the learners are taught the importance of physical exercise through having up to three hours of structured physical exercise offered within a week, and an emphasis on the importance and value of physical activity outside of the school day. The school has an extensive programme for extracurricular sporting activities to attract a wide range of learners.

Healthy eating, physical activity and emotional health are promoted to ensure an holistic approach to learners' wellbeing.

## **Homelessness**

Our staff will alert the DSL of families becoming or at risk of becoming homeless, so that the DSL can refer to housing services at the earliest opportunity. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under *The Homelessness Reduction Act 2017* shift focus to early intervention, for further information see: [Homeless Reduction Act Factsheets](#).

## **Homestay - Children staying with host families**

Pupils may as part of their learning experience, stay for short periods with a host family (homestay) e.g. as part of a foreign exchange visit or sports tour. We will ensure the suitability of the adults in their respective families who will be responsible for the visiting child during the stay. See the school's *Safer Recruitment Policy* for further details on our specific duties.

## **So called 'honour-based' abuse (HBA)**

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

## **Intimate Care**

Some job responsibilities necessitate intimate physical contact with children on a regular basis, eg providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to Standards & Achievement Leader and parents/carers.

Intimate care should ordinarily only be provided in accordance with a health care plan. Should it become

necessary to provide emergency intimate care, parents must be consulted beforehand. Should they be unavailable, the DSL must be consulted.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

### **Keeping training up to date**

The Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead and the Head teacher are trained up to Level 3. The Designated Safeguarding Lead attends the termly HSCB meetings to keep this training topped up throughout the year.

The Designated Safeguarding Lead ensures that the whole staff (including Governors) receive Level 1 training annually at the start of the academic year. Any new staff are given the same training when they arrive to ensure all staff have the appropriate training.

The Safeguarding Governor attends training appropriate for their position to level 3.

Any further training is also arranged. Most SALs and ASALs have been trained to Level 3 to allow them better understanding of the safeguarding elements in their role as pastoral leaders. This helps with a better coverage of contextual safeguarding throughout the school.

### **Learner Voice**

The learners are encouraged to understand the importance of being able to form opinions and make judgments by having an elected School Council. They are encouraged to respond to suggestions and to seek ways to improve their school. They are aware that they can influence what is happening in school and to do so having sought the opinions of their peers. The School Council meets monthly and has 2 elected representatives from each year. A representative of the School Council meets regularly with SLT to discuss issues and progress. Learners participate in the recruitment of the school's teaching staff.

Learners are also encouraged through the anti-bullying policy to speak out about bullying and anything that they are concerned about within school or contextually.

### **Meeting the Needs of Individual Learners**

Many learners, at all levels of ability, will at some time, need extra help to reach their full potential. Our Inclusion Team consists of teachers, mentors and teaching assistants with specialist skills and experience in meeting the needs of learners who require additional support. The Team also supports bilingual learners at all stages of acquisition of English.

The majority of learners needing support receive it during their lessons. Occasionally there is focused, individual or small group work in specialist rooms with specialist leaders.

We have additional services available to support the welfare of our learners. These include an Inclusion Panel, the pastoral team (SAL and ASAL) and Connexions Personal Advisers. All external members of these services are DBS cleared.

## **Mental Health**

**Learners:** Our school seeks to promote positive mental health in our learners and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting learners with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they must immediately speak to the DSL or a deputy DSL.

The Department for Education has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

**Parental Mental Health:** We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to [Think Child; Think Parent; Think Family: a guide to parental mental health and child welfare](#) and the NSPCC [Parental mental health](#)

## **Notice Boards/Website**

The school has a display board for learners so they can easily access information about safeguarding. Information may also be accessed via the school's website or Harrow Safeguarding Children Board's website <http://www.harrowscb.co.uk/>

## Physical Intervention/ Positive Intervention

It is the school's policy to promote a safe and productive workplace and educational environment for its employees and learners.

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the [DfE's guidance on use of reasonable force](#). This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such forces as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.

Further Harrow LSCB guidance: <http://www.harrowlscb.co.uk/london-gp/physical-intervention/>

## Preventing Violent Extremism and Radicalisation

Our school recognises that protecting children from the risk of radicalisation is a part of our wider safeguarding duty to protect children from significant harm. Some young people may be more vulnerable to being groomed and this fact can be exploited by extremists. The internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. The School and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). [Protecting children from radicalisation: the Prevent Duty](#) provides guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The Government's Counter Extremism Strategy defines 'Extremism' as: "the vocal or active opposition to our fundamental values, including, democracy, the rule of law, individual liberty and the mutual respect and tolerance for those of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist."

Through our Personal Development curriculum the school seeks to promote an understanding of and commitment to fundamental British values such as democracy, the rule of law, individual liberty, tolerance and respect for other people. Pupils are able to discuss sensitive topics, including terrorism and extremist ideas

that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues and the School and its staff should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgment in identifying children who might be at risk of radicalisation and act proportionately. Staff are encouraged to discuss their concerns with the Designated Safeguarding Lead who can advise on assessing the level of risk to identify the most appropriate referral, which could include making a referral to the Channel programme or Children's Social Care.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm: Click here for further guidance [Channel Duty Guidance](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. It is a voluntary process which allows the individual to withdraw from the programme at any time.

All staff are encouraged to familiarise themselves with the government's website [www.educateagainsthate.com](http://www.educateagainsthate.com). The website is designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

The School has a risk assessment process in place for considering and protecting children at risk of radicalisation and extremism. The risk assessment takes into consideration that the internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

Further HSCB advice and guidance: <http://www.harrowscb.co.uk/radicalisation-and-extremism-2/>  
HSCB guidance for parents/carers: <http://www.harrowscb.co.uk/parents-carers/prevent-radicalisation/>

## Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Harrow High School we will confirm the status of every learner's care arrangements on admission (or when a learner's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. Click here for information on what constitutes [private fostering](#) and here for details of [The Children's Act 1989: private fostering](#).

## Road Safety and School Travel

The learners are taught about staying safe on the roads through Personal Development and other relevant organisations, such as the police. The school also has in place a School Travel Plan Action Plan which has resulted in additional safety measures being put in place to improve road safety. Staff are on duty, at the school gate and road crossings, at the start of the day and the end of the school day to monitor learners' access and egress from site.

## Safer Recruitment

The Headteacher, Deputy Headteacher, School Business Manager and two Governors have successfully completed the NCSL Safer Recruitment Training Programme and the school's Recruitment Policy ensures that relevant guidance is adhered to in relation to the recruitment and selection of staff. All staff are subject to a Disclosure & Barring check and List 99 check form prior to starting work at the school. The enhanced DBS reference number is placed on their file, recorded both in Sims and on the Single Central file. Volunteers complete a DBS check or are monitored by permanent members of staff.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors/line managers to familiarise new staff with procedures and policy which affect the health and safety of all at school but especially the learners.

Supply staff, visitors and volunteer staff are provided with a booklet containing essential information.

## Security

There is CCTV in operation at every entry point onto the school site and in every building. All visitors to the school have to sign in/out at Reception and will be challenged by staff if they do not display a visitors' ID badge in line with our Visitor Protocol.

The school also has emergency procedures established in case of a security breach. Staff can be alerted via two-way radios. Site staff have attended lone-worker training.

The school has cashless catering to reduce the need for learners to carry money in school. Entrances to the school, ICT suites, and science labs are controlled by electronic locks. Staff are required to wear their smartcards as a form of identification.

The school has a timetable identifying staff on Learning Walk and High Visibility to support behavior management and help maintain a calm and safe environment.

## Sex and Relationship Education

Learners are taught about the physical development of and respect for their own bodies, about relationship issues and to have respect for the views of other people. Adults respond honestly to learner's questions, and use correct terminology. This continues into the sixth form.

The majority of sex education is taught as part of our Personal Development programme. New statutory guidance for Relationships education, relationships and sex education (RSE) and health education came into force in September 2020.

Parents may withdraw their children following a written request and discussion with the Headteacher.

## **Special Educational Needs and Disabilities (SEND)**

Our school is committed to ensure that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care and provide the appropriate level and type of pastoral support.

Staff should bear in mind that additional difficulties may exist when recognising abuse and neglect in children with special educational needs and/or disabilities. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, that children with special educational needs and/or disabilities can be disproportionately impacted by, for example, bullying without outwardly showing any signs, and there can be communication barriers in overcoming these difficulties.

Due to the different relationship that trusted adults may have with people with disabilities ie trust, intimate care, feeding there is a reliance on the integrity of the adult and an assumption they will treat the client appropriately, this may lead to confusion and vulnerability and the potential for exploitation as some people are predatory and some clients are unquestioningly trusting.

Some people with disabilities have low self-esteem and possibly no or small peer groups; they are prone to befriending and grooming or coaxing them into situations that may lead to exploitation due to their vulnerability and naivety.

People that work with clients with disabilities are often overworked given challenging tasks that can lead to compassion fatigue which in itself can result in the abuse of power and a toxic environment as seen in certain Care homes and children's homes, in the last few years.

## **Trafficking and Modern Day Slavery**

Harrow High School will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveler or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).



## **Trips**

Off-site trips are always risk assessed and conform to our Trip Policy to ensure that learners are safely guided to and from their trips and suitably looked after whilst at the trip location.

## **Use of Photographs/Video**

Parents are informed that photographs and videos of children may sometimes be used in school publications, displays in school and marketing literature. Parents have the right to refuse permission for their children to be involved in the above.

The school makes every reasonable effort to minimise risk by following appropriate guidelines and by securing parental consent.

Full details are in ICT policy.

## **Working out of normal hours protocol**

Staff should always ensure their own safety by informing the site staff if they are working after normal hours. Staff should also always sign in during holidays or weekends at reception 'tapping in' as normal.

When working with learners, especially after school hours, staff should ensure that doors remain open and other staff members are aware that they are working with learners. It is advisable not to work on a one to one basis with learners, particularly after school.

For weekend and holiday interventions staff should escort learners off site when the session ends.

## **Working with others agencies (e.g. Police, INGNITE, WISH, The Priory, The Jubilee Academy)**

Our commitment to ensure learners are safe in every possible way means that we will always work with outside agencies over and above expectations to refer child protection and welfare concerns to Social Services. We acknowledge the PACE Code C 2019 detailing the need for an appropriate adult while a student is being questioned or detained by the police. Appropriate adults will be members of staff at the very least but will preferably be parents/carers or a social worker.

Some examples of ways in which we have done this over the years are detailed below;

- Serious Incident Group created by HHS to improve partnership across Harrow between schools, Police, Council, Social Services, YOT, Colleges and Harrow Businesses. The group meets monthly to share information and has systems set up to provide for a speedy flow information in case of situations where learners may be at risk of harm. This allows for great Contextual Safeguarding for our learners and those across the borough.
- Trident – Anti Gang Assemblies
- Safe School's Officers – Online safety and Sexting assemblies and any others from their menu
- Diary of a Bad Man – Preventing Violent Extremism assembly
- Ben Kinsella Trust for Anti Knife Crime
- St Giles Trust for anti Gang and Youth Violence Education
- DSL Safeguarding assemblies – Level 1 delivery similar to the annual training for staff
- DSL & SALs – various assemblies on anti-bullying, anti-gangs and anti-social behaviour

- Parental meetings raising concerns of possible gang type behaviour including viewing CCTV from Harrow town centre provided by the police in order to prevent crimes from happening and forms part of HHS early support.
- IGNITE mentoring for one2one or group sessions
- WISH centre support for learners who have self-harmed
- Close liaison with The Jubilee Academy and The Helix for out placed learners
- Liaison with The Priory for learners who are in their care to ensure their studies there are linked to courses run by HHS for when they return to the school.
- FGM training received by whole staff on INSET
- WRAP training received by a selected group, who represented all faculties
- Links with Young Harrow Foundation for signposting to other external agencies / charities
- Working with the school nurse to support learners health
- Brooke and other charities for SRE

### Young carers

With so many adult responsibilities, young carers often miss out on opportunities that other children and young people have. We in schools are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help as carers. We will aim to respond early with our own pastoral support and where appropriate seeking help from local authority support services for young carers. Regular Young Carer groups meet and undertake activities to support them.

## Appendix 2 – Role Description for Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school **leadership team**, to the role of designated safeguarding lead. This is the case at our school.

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions, inter-agency meetings, contribute to the assessments of children – and/or to support other staff to do so.

Any deputy should be trained to the same standard as the DSL, but the ultimate lead responsibility for child protection remains with the DSL.

### Managing referrals

The designated safeguarding lead is expected to:

- a) refer cases of suspected abuse to the local authority children's social care as required
- b) support staff who make referrals to local authority children's social care
- c) refer cases to the Channel programme where there is a radicalisation concern as required
- d) support staff who make referrals to the Channel programme
- e) refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required
- f) take lead responsibility for promptly referring to the Local Authority Designated Officer all child protection concerns which involve a member of staff
- g) take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child. The National Police Chiefs' Council advice [When to call the police](#) should assist Designated Safeguarding Leads understand when they should consider calling the police and what to expect when they do

### Working with others

The designated safeguarding lead is expected to:

- a) take lead responsibility in early help cases and liaise with other agencies
- b) act as a point of contact with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group (CCG));
- c) liaise with the headteacher to inform them of issues especially ongoing enquiries under *section 17/47* of the *Children Act 1989* and police investigations;
- d) liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- e) act as a source of support, advice and expertise for staff.

### Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

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

### **Raising Awareness**

The designated safeguarding lead should:

- a) ensure the school's child protection policies are known, understood and used appropriately
- b) ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- c) ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- d) link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- e) help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Senior Leadership Team
- f) ensure that the School's curriculum teaches learners about safeguarding, including safer use of the internet and social media.

**Transfer of child protection files**

When a child transfers to another school or college, the DSL should inform the receiving school within five school days that a child protection/ safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/safeguarding file must be passed on either by hand or sent via recorded delivery, separate from the child's main school file, within five school days from notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should not be used as couriers for such files. See [Guidance on the transfer of a child protection file to another educational setting](#).

**Availability**

During term time the DSL or a deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities whereby email communications are monitored for requests for information. Additionally, the schools' liaison officer at Harrow LA has the personal mobile number of the DSL and can ring at any time.

### Appendix 3

Initial referral date: \_\_\_\_ / \_\_\_\_ / 20\_\_\_\_  
1<sup>st</sup> disclosure to whom? \_\_\_\_\_

Learner: \_\_\_\_\_  
DoB: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Form: \_\_\_\_\_  
Address: \_\_\_\_\_

Type of referral: CP / PVE / FGM  
Child already known to Social Care: Y / N

### DSL Safeguarding Summary Form

Disclosure made to: \_\_\_\_\_ Lead member of staff: \_\_\_\_\_ MRJ aware: Y/N PG aware: Y/N  
**Brief summary of concern** Date: \_\_\_\_\_ Date: \_\_\_\_\_

Account of the concern: (what was said, observed, reported and by whom?)

Additional Information: (your opinion, context of concern/disclosure)

Staff response: (what did staff do/say following the concern/disclosure?)

#### **Initial actions taken agreed**

MASH number called: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Involvement of LADO - N / Y – Date: \_\_\_\_\_ Time: \_\_\_\_\_

#### **Course of case / investigation (add extra sheets for telephone call records / copies of emails)**

#### **Conclusion of HHS involvement / Actions forward**

Added to MyConcern - \_\_\_\_ / \_\_\_\_ / 20\_\_\_\_

Lead Staff signature: \_\_\_\_\_ Lead staff code: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / 20\_\_\_\_

## Appendix 3 (continued)

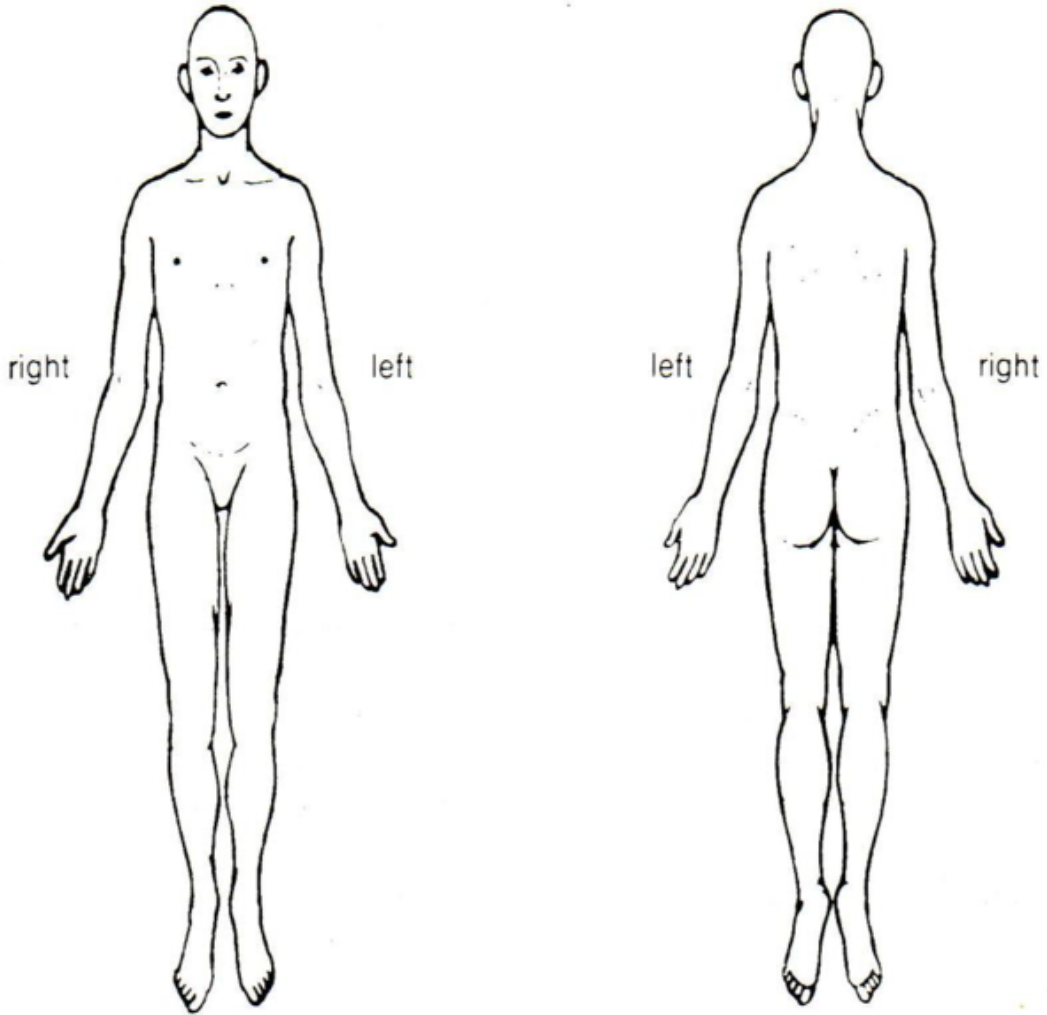
### Checklist for DSL (to be printed on back of DSL Safeguarding Summary Form)

✓	Check these . . .
✓	Child clearly identified
✓	Name, designation and signature of the person completing the record populated?
✓	Date and time of any incidents or when a concern was observed?
✓	Date and time of written record?
✓	Distinguish between fact, opinion and hearsay
✓	Concern described in sufficient detail, i.e. no further clarification necessary?
✓	Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
✓	Record free of jargon?
✓	Written in a professional manner without stereotyping or discrimination?
✓	The record includes an attached completed body map (if relevant) to show any visible injuries

Appendix 3 (continued)

Body Map for Injuries

To be used for visible or described injuries.





## Appendix 4

### Types of abuse and neglect

**All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

#### 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 the symptoms of, or deliberately induces, illness in a child.*

#### Indicators in the child

##### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing

##### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

### **Scars**

A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanation provided for an injury

### **Indicators in the parent**

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care

- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties; may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **EMOTIONAL ABUSE**

*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 children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.*

*It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.*

*It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.*

*Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.*

### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression

- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self esteem
- Air of detachment – “don't care” attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious

### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

### **Indicators of in the family/environment**

- Lack of support from family or social network
- Marginalised or isolated in the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

## **SEXUAL ABUSE**

*Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.*

*The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.*

*They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).*

*Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.*

### **Indicators in the child**

#### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes

- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Emotional/behavioural presentation**

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm – eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention/concentration (world of their own)
- Sudden changes in school work habits e.g. truanting
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

### **Indicators in parents**

- Comments made by the parent/carer about the child
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

## **NEGLECT**

*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. Neglect may occur during pregnancy as a result of maternal substance abuse.*

*Once a child is born, neglect may involve a parent or carer failing to:*

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical or emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

*It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

## **Indicators in the child**

### **Physical presentation**

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries

### **Development**

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

### **Emotional/behavioural presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

### **Indicators in the parent**

- Dirty, unkempt presentation
- Inadequately clothed

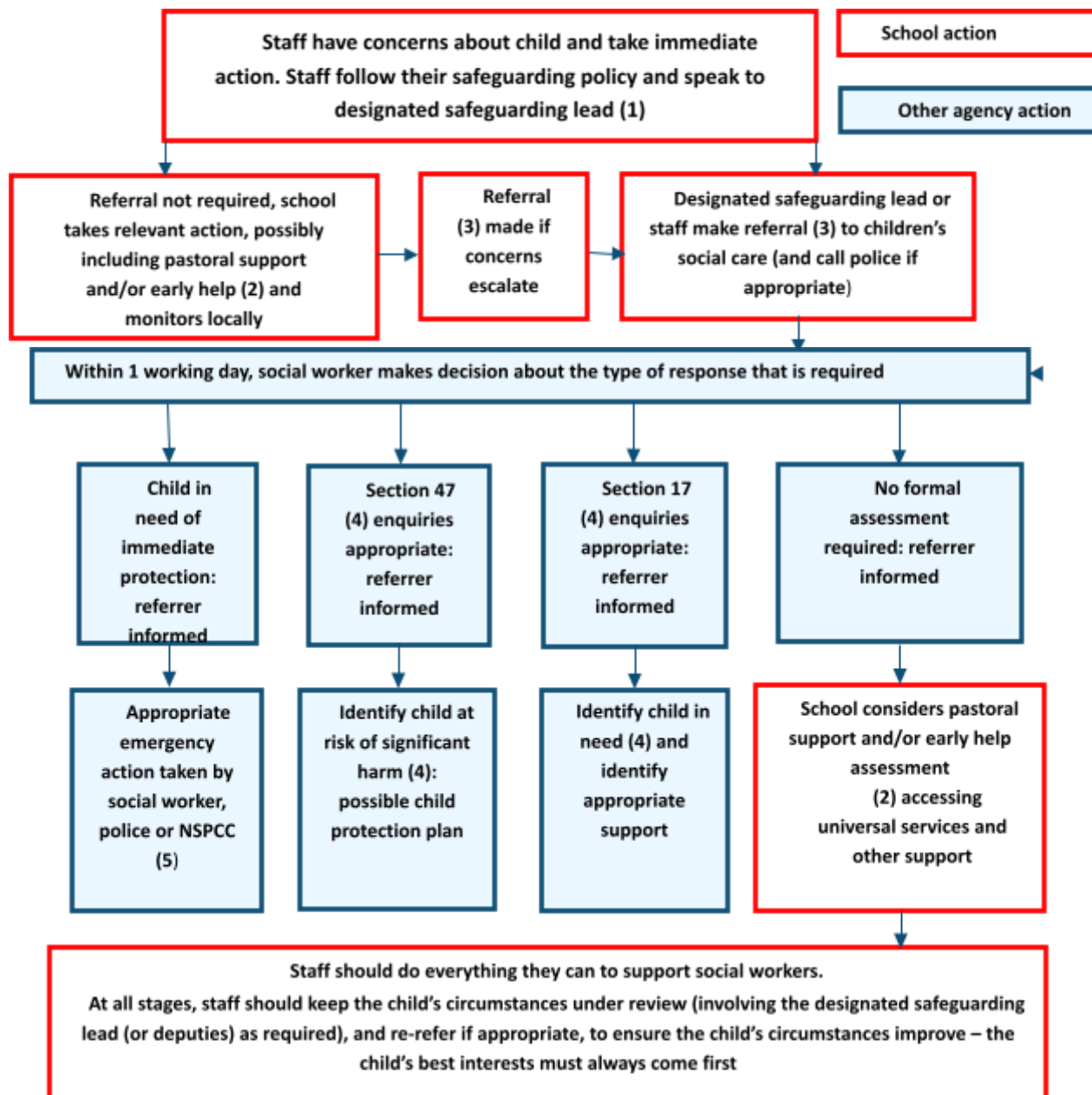
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

#### **Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn



## Appendix 5 – HSCB Actions where there are concerns about a child



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

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

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

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

## Appendix 6 - Suspected Indecent Imagery Protocol

'Indecent' is not defined in legislation. For most purposes, if imagery (moving or still) contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

### Confiscate it

### Close it down

### Report it

#### ALL STAFF

If the imagery has been shared across a **personal mobile device**:

Always..

- Confiscate and secure the device(s)
- Inform any DSL

Never...

- View the imagery (if viewed accidentally always report this)
- Send, share or save the image anywhere
- Allow students to do any of the above once you know about the imagery
- Delete the imagery unless directed to do so by the DSL

If the imagery has been shared across a **school network, a website or a social network**:

Always..

- Block the network to all users and isolate the imagery
- Inform the DSL

Never...

- Send or print the image
- Move the material from one place to another
- View the image outside of the protocols in your safeguarding and child protection policies and procedures.
- Delete the imagery unless directed to do so by the DSL

Additionally never..

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

#### DSL ACTIONS

The DSL will conduct the investigations after they have been made aware of the concern. Full notes will be kept in a learner safeguarding file. The purpose of the investigation is to:

- Identify, without looking, what the image contains and whether anyone else has been involved.
- Find out who has seen or shared the image and how further distribution can be prevented.

They will involve parents, social services or the police where necessary

The DSL may immediately refer to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

## Appendix 7 – Low Level Concerns about a member of staff

The School strives to embed a culture of openness and transparency in which the School's values and expected behaviour, as set out in the Code of Conduct for Staff, are constantly reinforced by all staff.

All staff should feel enabled to share any concerns about their own or another member of staff's behaviour, with the appropriate member of staff as set out below.

### The distinction between an allegation and a low-level concern

The term 'allegation' (in this context) means that it is alleged that an adult who works with children has:

- a) behaved in a way that has harmed a child, or may have harmed a child and/or;
- b) possibly committed a criminal offence against or related to a child and/or;
- c) behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside of School that might make an individual unsuitable to work with children)

A low-level concern is any concern about an adult's behaviour towards a child that does not meet the allegation threshold set out above, or is not

otherwise serious enough to consider a referral to the LADO.

A low-level concern is any concern, no matter how small, and even if no more than a 'nagging doubt' that an adult may have acted in a manner which:

- a) is not consistent with the Code of Conduct for Staff, and/or
- b) relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to, being over friendly with children, having favourites, taking photographs of children on their personal devices, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, using inappropriate sexualised, intimidating or offensive language etc.

Staff are not expected to determine whether their concern is a low-level concern, serious enough to consider a referral to the LADO, or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination will be made by the Headteacher.

### How to share low-level concerns

It is important that low-level concerns are shared with the Headteacher as soon as reasonably possible and, in any event, within 24 hours of becoming aware of the concern and relevant incident(s).

Concerns can be shared verbally in the first instance, or in writing. The context in which the low-level concern arose and details which are chronological, precise and accurate as possible of the concern and relevant incident(s) must be provided.

Where details of the low-level concern is provided verbally, the Headteacher will make an appropriate record of the conversation, either contemporaneously or immediately following the discussion. The Headteacher will check the accuracy of the record with the member of staff who raised the concern.

Low-level concerns will be treated in confidence as far as possible, but the School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

## Self-reporting

Staff who find themselves in a situation which could be misinterpreted, might appear compromising to others, have behaved in a manner which on reflection they consider falls below the standard set out in the Code of Conduct for Staff are encouraged to self-report. Self-reporting can be positive for a number of reasons: it is self-protective in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness of the individual's own actions or how they could be perceived; and is an important means of maintaining a culture where all staff aspire to the highest standards of conduct and behaviour.

## Recording and reviewing low-level concerns

All low-level concerns will be recorded in writing by the Headteacher. The record will include details of the context in which the concern arose and the action taken. The name of the member of staff sharing the concern will be noted however, where the member of staff wishes to remain anonymous this will be respected as far as possible.

Records will be reviewed at regular intervals to identify potential patterns of concerning, problematic or inappropriate behaviour.

## Retention of records

Records will be kept confidential, held securely and in compliance with the Data Protection Act 2018 and UK GDPR.

When the member of staff leaves and/or takes up new employment the records will be reviewed to ensure it still has value either as a safeguarding measure or because of its possible relevance to future claims and is therefore necessary to retain, or whether it can be securely destroyed.

## References

Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, e.g., misconduct or poor performance. Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. Where a low-level concern has met the threshold for referral to the LADO and found to be substantiated will be included in a reference.

## Appendix 8 – Useful local Social Service contact details

### **Harrow Social Services**

Children's Services MASH team	020 8901 2690 (option 3)
Children Missing from Education	020 8901 2690 (option 2)
Children with Disabilities Team	020 8966 6481
Children's Services Complaints	020 8424 1578
Emergency Duty Team (Out of Hours)	020 8424 0999
Local Authority Designated Officer	020 8736 6435
Local Safeguarding Children Board	020 8424 1147 / 8736 6939

### **Barnet Social Services**

Barnet MASH	020 8359 4066
Barnet MASH (Out of Hours)	020 8359 2000

### **Brent Social Services**

Brent Family Front Door	020 8937 4300
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### **Ealing Social Services**

Children's Social Care	020 8825 8000
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### **Hillingdon Social Services**

Hillingdon MASH	01895 556 633
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