



The Grove Safeguarding Policy

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Key Staff

- Designated Safeguarding Lead (DSL): **Nadine Huseyin**
- Designated Safeguarding Officer (DSO): **Helen Georgiades**
- Designated Safeguarding Officer (DSO): **Lucia Santi**
- **Local Authority Designated Officer:**

Introduction

This policy ensures a clear framework is in place to safeguard and promote the welfare of children. We follow the Keeping Children Safe in Education (KCSIE) statutory guidance. KCSIE sets out those legal duties that schools and colleges must comply with, together with what schools and colleges should do in order to keep children safe. Schools and colleges must have regard to KCSIE when carrying out their duties to safeguard and promote the welfare of children.

For all students at the Grove, their autism diagnosis means that they may have significant challenges in communication. This maybe present in different ways and this should be considered when implementing our safeguarding policy. This means that every student's communication ability and the strategies they are familiar with should be adopted during any communicative exchange (or discussion).

The difficulties, for many of our students to be able to understand (themselves) or alert others to their worries or concerns, means they are dependent upon those working with them being able to recognise and interpret danger signals. This demands high levels of vigilance and sensitivity from all school staff. Communication is key at all times and staff will always use appropriate means of two way communication to support students to understand and express any areas of concerns. We will always attempt, where possible to enable a child to express or communicate their thoughts, worries or concerns. This will always be done through acknowledgement of a student's means of communication which will have been assessed by professionals working with that child.

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

- Keeping Children Safe in Education - statutory guidance for schools and colleges (September 2016)
 - Working Together to Safeguard Children (March 2015: last updated Feb 2017) statutory guidance
 - London Child Protection Procedures (Updated October 2017)
 - Information Sharing (March 2015)
 - What to do if you are worried a child is being abused (March 2015)
 - Children Act (1989 & 2004)
 - Prevent Duty Guidance (March 2015: last updated March 2016)
 - Education Act (2002)

- Children & Families Act (2014)
- Mental Health & Behaviour in Schools (March 2016)

Our school procedures for safeguarding children are in line with Haringey and LSCB procedures (a copy of these procedures can be found on the LSCB website: <http://www.haringeylscb.org>)

Child protection is the responsibility of all staff, and our policy applies to all adults, including volunteers, working in or on behalf of The Grove or the Trust.

We have a responsibility of educating students so that they are able to make choices that will enable them to be healthy, safe, able to enjoy and achieve, make a positive contribution, and achieve economic wellbeing. This policy should be read in conjunction with the following policies:

- Health and Safety Policies
- Anti-Bullying Policy
- E-Safety Policy
- Recruitment Procedure
- Staff Code of Conduct
- Whistle Blowing Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Medical Policy
- Behaviour Policy
- Physical Intervention Policy
- Positive Touch Policy

The Grove Commitment

The Grove is committed to safeguarding and promoting the welfare of all of its students, each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs, those living in adverse circumstances. We take a considered and sensitive approach in order that we can support all our children.

We support our students to learn about keeping themselves safe through our curriculum, with particular reference to our (personal, social, health & economic) PSHE & Citizenship, (spiritual, moral, social & cultural) SMSC and (relationships & sex education) RSE curriculums. Resources and activities are created and developed to meet the learning ranges of our students for example the use of Communication in print to help with understanding or the use of mind maps to help them visualise connections.

*In our approach to safeguarding it is important that we remember our belief that the ability to communicate is central to a person's sense of self and their connection to the world around them. At The Grove, we follow a **Total Communication Approach**, which means that we recognise and value all forms of communication equally. These may include a*

combination of the following:

Non-Verbal Communication

- Facial expressions
- Eye contact
- Gestures and pointing
- Body Language (proximity, positioning etc)
- Signing (Makaton)
- Vocalisations

Visual Forms of Communication

- Use of objects
- Objects of Reference
- Use of photographs
- Drawings/diagrams/pictures
- Use of symbols
- Use of PECS (Picture Exchange Communication System)
- Written Language

Verbal Communication

- Use of high tech voice output communication aids (VOCAs)
- Spoken Language

It is of vital importance that our students are given the opportunity to “communicate to others and be communicated to” effectively and this may include any or all of the above formats. Staff MUST give time and allowance for a student’s communication ability and should refer to the personalised learning plan (PLP) for information around their particular communication need. Methods of communication around safeguarding concerns will be recorded in any safeguarding records.

The Grove follows the statutory guidance; *Keeping Children Safe in Education*. “This document contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply in order to keep children safe.”

School Priorities:

The eight main elements to our policy are to:

- 1) Establish a safe environment in which children can learn and develop
- 2) Support every child’s development in ways that will help them to be healthy, stay safe, enjoy and achieve, achieve economic well-being, and make a positive contribution; and thus to foster happiness, confidence and achievement (see SMSC curriculum)
- 3) Support pupils who have experienced abuse in accordance with his/her agreed child protection plan (see LSCB handbook and Haringey procedures, both available from the school office)

4) Raise the awareness of all staff regarding the need to safeguard children, and of their responsibilities to identify and report concerns and equip children with the skills to stay safe (see below)

5) Provide a systematic means of monitoring children known to be at risk of harm, and ensure good communication between members of staff inside and outside the school (see below)

6) Develop good working relationships with other agencies, especially the health services, police and Social Care Services

7) Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children (see Haringey recruitment policy, which we have adopted)

8) Ensure that the school delivers education that promotes an ethos of keeping up to date with children's issues.

Roles and responsibilities

The Grove has a Safeguarding Policy and procedures in place that are in accordance with the Local Safeguarding Children Board (***which will cease to exist by September 2019, replaced by three key partners***) guidance and locally agreed inter agency processes.

The Heartlands Community Trust operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

The Grove has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures.

A senior member of the Grove Leadership Team is designated to take lead responsibility for Child Protection, there is also a deputy designated safeguarding officer.

Staff undertake appropriate child protection training, including annual updates.

They remedy without delay any deficiencies or weaknesses regarding child protection arrangements

Where services or activities are provided on an Academy's premises by another body, the body concerned has appropriate policies and procedures in place.

The Local Governing Body (LGB)

- Elects a designated safeguarding governor
- Ensures that local arrangements are in place that comply with The Grove and the Trust policy and the legislative framework
- Ensure that policies are reviewed annually
- Ensure that the school complies with all of the above and reports annually to the Local Advisory Board

The named governor for safeguarding and child protection and looked after children is

responsible for maintaining:

- regular contact with the school's Designated Safeguarding Lead (DSL)
- regular challenge around procedures and practice
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities

The Designated Safeguarding Lead is a senior member of staff responsible for:

- the provision of leadership and vision in respect of safeguarding and child protection
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation
- ensuring that the Designated Safeguarding Lead and the safeguarding team have received the appropriate training
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring and evaluation of our child protection procedures
- liaison between the safeguarding team and the leadership team and governors
- attending child sexual exploitation training thus holding 'champion' status
- attending FGM training thus holding 'champion' status
- attending Prevent training thus holding 'champion' status
- acting as the lead for looked after children.
- ensuring that all staff are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm)

The Head of School is responsible for:

- supporting the Designated Safeguarding Lead in all aspects of the role
- ensuring that the Designated Safeguarding Lead and the safeguarding team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our child protection policy
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy
- dealing with any allegations against members of staff or volunteers

- creating a safe environment for pupils at the school
- ensuring that the designated person has current child sexual exploitation champion status
- maintaining awareness of prevent guidance

All staff and volunteers are expected to:

- know the names of the Designated Safeguarding Lead and members of the safeguarding team
- understand and comply with the school's child protection policy
- have read and understood 'part one' of 'Keeping children safe in education' part one (the newest release)
- deal with any bullying incidents that may occur, following proper procedures.
- refer safeguarding and e-safety concerns using the school systems
- behave in accordance with our Staff Conduct Policy. Pupils, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's child protection and conduct policies
- have awareness of prevent duty
- attend safeguarding training at least once a year.

Procedures – Concern about a pupil

Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school.

- If you see or hear anything that gives you cause for concern from a safeguarding/child protection perspective from or about a student in the school, (including unexplained marks/comments/behaviour out of the ordinary etc.), you must report it.
- Listen to/communicate with the student (if they are verbal or can sign, and if you are being addressed directly).
- Be supportive. Don't interview the student, or ask leading questions, but do establish sufficient information to make any referral meaningful and useful.
- Take notes afterwards. It does not matter if someone else has reported something similar. It is your duty to write what you know or have heard.
- If the student is non-verbal and cannot sign, just take notes of your observations.
- Be honest about your position; who you have to tell and why.
- Listen, without displaying shock or disbelief.
- If your source is another adult or student, write up what you've heard, date and sign your report.
- Act quickly. Discuss your concerns with the DSL.
- Do continue to seek advice from your DSL if any aspect of the procedures are unclear in any particular case you're involved in, (or generally)

- DO NOT enter into further discussion with the student unless you are instructed to.
- DO NOT discuss any aspect of the case with anyone at all, inside or outside the school.
- Maintain confidentiality in and out of school for the sake of all concerned in the case.

The recording and reporting of this concern, worry or abuse should be made within 24 hours (or immediately if necessary) using one of two methods:

Method 1: Using "My Concern" - this is the schools online portal.

Method 2: Handwritten "Safeguarding & Prevent Reporting Form" - see Appendix A

- The Designated Safeguarding Lead (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone and/or e-mail and in accordance with the procedures outlined in the LSCB procedures.
- Where the allegation is against a member of staff, the Head of School must first be informed. In the event it is the against the Head of School the Executive Headteacher must be informed
- If the Designated Safeguarding Lead (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care
- We will inform parents/carers of our actions unless it is our view that so doing could place the child at greater risk of harm or could impede a criminal investigation.
- We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy, it is also available on our website.
- Members of the safeguarding team may complete a Single Agency referral or an Early Help assessment should the child or family require additional support.
- In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual pupils.
- We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required.
- Inter-agency working will operate within the statutory guidance. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment.

If a situation arises that makes you concerned about a child's immediate safety and welfare, you must speak immediately to the Designated safeguarding lead. In order of priority, please approach:

- 1) The Designated Safeguard Lead
- 2) The Deputy designate
- 3) The Head of school

If none of these are available, and you are concerned about whether a student will be safe leaving the premises, you should call SPA (Single Point Access) team on 020 8489 4592/4582/5652/5762 and take their advice, following this up with the relevant person ASAP. See appendix B

It is important to remember that any member of staff can refer their concerns to children's social care directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Executive Headteacher, Chair of Governors or direct to LADO, Social Care or Police. Staff are also able to follow the school Whistleblowing policy if they are concerned about the conduct of a colleague towards a child.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection internally - 0800 028 0285 email help@nspcc.org.uk

Procedures – Allegation against a member of staff

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be.
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted in accordance with Physical Intervention Policy
- If an allegation is made against a member of staff, the Head of School (or the Designated Safeguarding Lead upon instruction from the Head of School) should contact the Local Authority Designated Officer (LADO). They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the Head of School should inform social care by telephone and follow this with written confirmation within 24 hours. In addition the Head of School should inform the Executive Headteacher and/or the designated governor for child protection. Should the allegation be against the Head of School, the Executive Headteacher (or the Designated Safeguarding Lead upon instruction from the Executive Headteacher) should contact the LADO and then inform the Chair of Governors. ***These should include the requirement to appoint a designated safeguarding lead to whom these allegations are reported. It is the responsibility of this designated safeguarding lead to report allegations to, and otherwise liaise with, the local authority designated officer (LADO) who has the responsibility to manage and have oversight of allegations against people who work with children [Working Together 2015](#). (Taken from the London Child Protection Procedures website).***

- If for any reason it is decided that a referral to social care is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.
- If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and chair of governors still need to be informed.
- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact the Head of School as part of our whistleblowing procedures.
- If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Headteacher, his deputies or a member of the Safeguarding Team. Should concerns be about the Headteacher and/or the Designated Lead, the Chair of Governors should be contacted; any member of the Senior Leadership Team will provide details. Should you have any concerns about this process, you can still contact the LADO directly.
- We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a pupil, or if there is a reason to believe this has happened.
- If the school is unsure about a specific issue, the school will contact the LADO and follow guidance.

Physical Intervention

At The Grove we have a separate policy which should be referred to for dealing with incidents of this nature and for supporting and guiding staff.

Training and support

- The Head of School will ensure that the Designated Safeguarding Lead undertakes the necessary child protection training and that this is updated at intervals. The designated Child Protection Lead will ensure that all members of the safeguarding team have adequate training.
- The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. They will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin or as part of the yearly training package. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training must be 'regularly' updated; however at all Heartlands Trust Schools every member of staff has refresher training at the start of the new school year, as well as ongoing briefings throughout the year i.e. to share lessons learned.

Confidentiality & Information Sharing

- All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the Designated Safeguarding Lead (or one of the safeguarding team) and may require further investigation by the appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a “need to know basis” only. Any information shared in this way must be held confidentially to themselves.
- Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998. This acts does not prevent the school from sharing information with the relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil, parent or external agency to see child protection records, they will refer to the DSL or Headteacher who will make this decision.

Records and Monitoring

- Accurate records are essential to good child protection practice.
- Anyone receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record as soon as possible and within 24 hours of reporting the incident using "My Concern" or the reporting form in appendix A noting what was seen or said, putting the event into context, and giving the date, time and location. Any written record must be signed and dated.
- File notes are kept for any pupil on child protection plan (CPP) or for any pupil monitored for child protection reasons.
- These records are kept in a locked cupboard until the child turns 25
- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil's new school marked “confidential” and for the attention of the receiving school's Designated Safeguarding Lead. A signature of receipt will be requested. Local schools' files will either be collected or hand-delivered.
- If a pupil transfers to the school, any child protection notes will be requested by the Designated Safeguarding Lead in writing.

Safer Recruitment

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- following statutory DBS guidelines re checks on staff
- requiring a standardised application form and not just a c.v.
- stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children

- requiring one member of the interview panel for all recruitment to have safer recruitment training, to recruit staff and to pose relevant questions
- validating as far as possible qualifications, experience and expertise
- proactively verifying references and testimonials as far as possible
- verifying identity, preferably from current photographic ID and proof of address
- verifying the right to work in the UK
- examining all career breaks, sudden job changes and/or dismissals
- maintaining a single central record of all staff.
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education. Contractors operating in pupil circulation areas will be supervised.
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Supporting Pupils

The school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's Behaviour Policy.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

The Grove has an ethos of respect and a culture which values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers.

Pupils on a child protection plan or for whom we have child protection concerns

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan. We support pupils in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing their class teacher that they are on a CPP without breaching confidentiality so he/she can work as a point of contact with agencies and the Designated Safeguarding Lead
- a member of the pastoral care team who has responsibility for Safeguarding may undertake home visits to support the needs of individuals / families.

Looked After pupils

The Designated Safeguarding Lead and named safeguarding governor are responsible for looked after children

We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as anger management, assertiveness or social skills training as appropriate
- targeting pupil premium specifically to support children in care.

- attending any liaison or review meetings held on their behalf, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residential organised by the school as and when appropriate.

In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

Young Carers

It is the responsibility of the designated child protection coordinator (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

Disabled Pupils

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their carer may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at The Grove we will always try to ensure that the voice of the child is heard/sought. Later I can add the appendices with communicate and print forms?

Child Sexual Exploitation (CSE)

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

Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less

obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc. The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation training.

School will contact the SPA team if there is a concern that a young person is at risk of CSE. The risk will then be assessed with reference to the "Risk Assessment Framework for Children Abused through Sexual Exploitation".

Female Genital Mutilation (FGM)

It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. From 3rd May 2015, professionals have a mandatory duty to report such offences to the police. Teaching staff have a specific legal duty to act re. FGM, all other staff must speak to a DSL if concerned. Staff are encouraged to have prompt discussions with the safeguarding team with any concerns.

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

The designated child protection lead (or any member of staff) will make appropriate and timely referrals to social care via the SPA form if FGM is suspected to be a possibility and to the police if it is believed to have taken place. In these cases parents will not be informed before seeking advice and the case will be referred even if it is against the child's wishes.

Forced Marriage & Honour Based Violence

The subject of forced marriage is also highlighted in Safeguarding Children and Safer

Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

Sexting

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

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the students involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving the parents would put the child at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to social care and the police immediately.

For further information refer to the governors guidance on "Sexting in Schools" at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Preventing Radicalisation & Extremism

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the school site manager, who is directly line managed by the Headteacher.

Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines. Channel is a joint initiative between the

police and local councils which offers support and guidance to local people who may be at risk of becoming involved in extremism. Channel is voluntary and once an assessment has been made will provide tailored support. The channel coordinator in Haringey can be contacted at safercommunities@haringey.gov.uk.

The Department for Education has a dedicated contact line 020 7340 7264 and email counter.extremism@education.gsi.gov.uk available for staff and governors to raise any concerns directly about extremism. These contact details are not for emergency situations, normal emergency procedures should be followed if a child is at immediate risk of harm.

Children Missing in Education Policy

All children are entitled to a full time education, regardless of their circumstance. Unfortunately, children missing in education (CME) risk;

- Underachieving
- Being victims of abuse, CSE, radicalisation and extremism
- Not being in education
- Becoming NEET in later life

Definition

CME is defined as a child or young person of compulsory school age who is not attending school, is not placed in alternative provision by Haringey and who is not receiving a suitable education elsewhere.

This definition also includes children who are receiving an education, but one that is not suitable to their needs i.e. age, ability, aptitude, SEND.

Please see Appendix C for further information

Private fostering

Staff should be alert to information suggesting a child is being privately fostered and inform the DSL or Deputy.

E-Safety

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website and within our staff handbook

Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence. When the school receives information or evidence about drug and alcohol abuse by a child's parents/carers they will follow MASH referral procedures.

Other vulnerable pupils

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a

teacher in school to whom the pupil relates or from an external agency. This situation might be a temporary one or may be on-going. Parents/carers are informed of the situation wherever appropriate.

Signs of Safety

Signs of Safety (SoS) is a strengths-based approach to child protection and is often described as a useful framework for addressing the danger and harm factors in a case and clarifying the concerns, especially with more difficult cases and during periods of crisis. It is felt that signs of safety help identify possible signs of risk.

The Grove use Signs of Safety meetings (led by the Designated Safeguarding Lead and Deputy Lead) to bring practitioners across different disciplines, to work collaboratively and in partnership with families and children. The strengths and specific issues about child protection issues are discussed, ensuring specific behaviours and frequencies are discussed. It is important that staff think of families as individual families, each different, rather than just having a certain "type" of problem. Signs of Safety is used to engage professionals and families to support and encourage action and change.

The overall aim is to reduce risk and danger by identifying areas that need change while focusing on strengths, resources and networks that the family have.

Further information on child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁵ should be considered.

Appendix A

The Grove Safeguarding and PREVENT reporting form (to be completed if staff have no access to MyConcern Reporting).

Name of child:	
Name of staff member:	
Nature of concern- please give a full description of what was noticed, said or disclosed. Please continue overleaf if needed.	

What action did you take?	
Date of record:	
Signature:	

This is for the safeguarding team ONLY please do not complete:

Screened by		Communicated to/date	
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Please indicate for filling	SF	OO	ATF
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Appendix B

Haringey Single Point of Access (SPA)

Single Point of Access is the front door to the specialist multi agency safeguarding service for children and young people in Haringey and social care services for children and families.

New referrals are dealt with initially by the SPA (Single Point of Access team) team who consider the referral and then the appropriate level of assessment and response required from each agency. Their decision making is informed by Haringey’s agreed risk thresholds; copies of the threshold guidance have been circulated across all agencies.

SPA are happy to offer a consultation service to anyone not sure whether to refer a child or not. You can ring and talk to the Screening Team Manager or other experienced member of staff to discuss a case and decide an appropriate way forward – which might be to do an Early Help Assessment, to continue to assess and regularly review the child’s progress re-refer in the future or to go straight to a referral to Children’s Social Care.

SPA Phone Numbers 020 8489 4592/4582/5652/5762 Out of Hours 0208 489 0000

Local Authority Designated Officer (LADO) - 0208 489 2968/1186 lado@haringey.gov.uk

Haringey Local Safeguarding Children's Board - 0208 489 1472 lscb@haringey.gov.uk

Making the Referral

All urgent referrals should be made by telephone or in person to the screening team, and full discussion with the referrer should take place at the point of referral. You will then need to confirm your referral, in writing on the appropriate form, within 48 hours.

It is important at this stage for the Children's Social Care service to gather as much information as possible. The best way to do this is by talking directly to the person making the referral; you will need to provide at a minimum:

- Child's name, address and date of birth
- Summary and history of the concerns
- Any background on the family including any history of relevant discussions with them
- Child's general presentation
- Child's health and development
- General progress academically (if the referrer is a school)
- Any immediate concern for safety
- Other agencies and services known to be involved with the child and their immediate family

N.B. Unless it is clearly a child protection referral, there is an expectation that you will have discussed your concerns and the referral to Children's Social Care with the child's parents.

The Referral Form

All professionals will be asked to confirm the information they have provided in writing. Completing the written referral should never delay making the referral where there are concerns about child protection or an urgent social care response is needed.

What happens next?

This depends on the nature of the referral. Action will be taken on all Child Protection referrals within 24 hours. This will include the arranging of a strategy meeting which will involve the specialist Police Child Abuse and Investigation Team (CAIT), health agencies as necessary and the referrer will be informed of this within 48 hours.

For some referrals the appropriate level of response may not be clear immediately and the screening team may also need to

- Undertake initial checks with other agencies involved with the child and their family

- Have further discussions with the referrer and the Early Help Team if an Early Help Assessment is considered as an appropriate level of response – where the information available indicates level 2a or 2b, and in some instances level 3 needs
- Have further discussions with the referrer to clarify the specific concerns and available information

For all Child in Need referral which has been made and accepted, SPA will come back to you within seven days to explain what action has been taken.

Appendix C

Children Missing In Education

Reasons for a Student missing in Education

The most common reason for children missing education at secondary level are:

- Failing to make a successful transition
- Exclusion
- Mid-Year Transfer of Education Provision
- Families moving into a new area

With high mobility in Haringey these are all factors that we need to be aware of.

Specific children most at risk of missing education are:

1/ Children at risk of harm or neglect - where this is suspected a SPA referral will be made along with contact to the police as per the school's safeguarding procedures.

2/ Children of Gypsy, Roma and Traveller families (GRT) - where a GRT student leaves Heartlands without naming their next destination we will contact Haringey Admissions.

3/ Children of Service Personnel - Heartlands will contact the Ministry of Defense Children's Education Advisory Service for advice to ensure continuity of education for these students.

4/ Children who go missing or run away from home or care - Heartlands would contact the police and complete a SPA referral and Channel if appropriate.

5/ Children who are supervised by the Youth Justice Service - liaison with police and Youth Offending Teams will occur.

6/ Children who cease to attend school - Heartlands will work with Haringey Admissions Team and the In Year Fair Admissions process to investigate.

7/ Children from Migrant Families - especially families who have not yet settled into a fixed address or where Haringey are unaware of their arrival.

Responsibilities

Haringey Local Authority

- Have duty under the Education Act to establish the identities of children in Haringey who are not registered at a school and who are not receiving educational provision otherwise.
- Provide full time education for permanently excluded students from the 6th day of the exclusion.
- Serve notice to parents to assure Haringey that where the child is not receiving a suitable education that this will change. If this is not successful, then an Attendance Order should be served and subsequent prosecution / fines if parents do not comply with the order. If necessary, an Education Supervision Order will be applied for through the court system.
- Ensure that students not receiving suitable education are returned to Heartlands or a different educational setting. In both cases Haringey should provide the appropriate support taking into account the reasons why they missed education in the first place.
- Monitor that Heartlands demonstrates prompt action and implements early effective intervention procedures to ensure that children are safe and receiving suitable education.
- Ensures that students with EHCP who are home educated receive the statutory provision to meet their needs
- Maintain positive lines of communication regarding Students Missing Education with all relevant agencies and support the school to make reasonable enquiries where the child is not attending.
- Refer children to social care where the child who is or has been missing has concerns regarding their welfare.

The Grove

- Enter students on to the admissions register at the beginning of the first day on which it has been agreed by the school, or the day that the school has been notified that the student will start. If a student fails to attend on this agreed or notified date Heartlands should undertake reasonable enquiries to establish the child's whereabouts and consider notifying Haringey at the earliest possible opportunity.
- Where a student is added to the admissions register at a non-standard transition point (i.e. at the start of year 7) Heartlands must notify Haringey Admissions within 5 days, providing them with all the relevant details held on file regarding the student.
- Maintain an up to date Admissions Register and encourage parents through regular monitoring to inform them of any detail changes.
- Monitor student attendance daily, informing parents of non-attendance every morning to ascertain a reason and to encourage an imminent return. If absence persists with no authorisation Heartlands will make the following reasonable enquires in liaison with Haringey Admissions and to follow its own safeguarding procedures:
 1. Contact relatives, neighbours, friends who are linked to the child's emergency contact details
 2. Contact Haringey if a student has missed 10 academic days without permission
 3. Contact Police / School Safe if there are any suspicious circumstances

surrounding the non-attendance

4. Contact any known services / agencies who might be working with the family.
 5. Check with the DfE "Key to Success" and or "schooltoschool" systems to see if the child has been registered here.
 6. Contact Social Services if any concerns of a safeguarding or child protection nature exist
 7. Check with Channel / UK Visas / Immigration and or the Border Force
 8. Check with the LA and school from where the student originally attended
 9. Conduct home visit following a risk assessment and make appropriate enquiries with neighbours and relatives
- Remove the student from its roll following 10 days of absence after an authorised absence or 20 consecutive days of unauthorised absence if the school and local authority have failed to establish the whereabouts of the child after making reasonable enquiries.
 - Where a parent notifies Heartlands that the student will be moving and attending a new educational establishment the school shall record the name of the new school and the start date. Heartlands will then forward a CTF to the student's new school.
 - Where a student leaves the school but his / her destination is unknown or where the student is moving abroad to an independent school, Heartlands will upload the CTF to the "lost pupil database" in the DfE schooltoschool system.
 - Arrange 6th day educational provision for students on a fixed term exclusion.
 - Liaise with Haringey Admissions on a fortnightly basis regarding student mobility.

Removal of a student from the school roll

This process will take place only if one or more of the following circumstances occur:

- Student is removed by parents to be home educated
- Student has moved house and no longer lives within a reasonable distance of the school
- Medical grounds where's the parents or a professional have certified that the child will be unable to return
- Are in custody for a period of more than 4 months and will not return to the school at the end of the sentence
- The student is permanently excluded (this is very rare, please refer to Behaviour Policy)
- The student has died
- Have been registered and are attending a different school / academy
- Have been granted authorised leave but have failed to attend 10 days after the end of the granted leave
- Have been absent from school for a period of 20 days where the absence was not authorised and reasonable check and inquiries have been made to discover their whereabouts.

If a child is removed from roll, the school will inform Haringey Admissions and SEN team immediately explaining the grounds for this removal linking it to regulation 8 of the Education Regulations 2006.

Parents and Carers

- Ensure that any child of compulsory school age is receiving suitable full time education
- Notify Heartlands regarding any absences or changes to the student's educational arrangements
- Notify Heartlands in writing if they intended to home educate, in order for the child to be removed from the school's roll.