



Woodside High School

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Safeguarding Children Policy

Last review: September 2017

Reviewed by: Gerry Robinson, Melissa Prosper, Philip Graham

Next Review: September 2018

HoD = Head of Department

HoY = Head of Year

SLT = Senior Leadership Team

SEN = Special Educational Needs

CPO = Child Protection Officer

EWO = Education Welfare Officer

DSL = Designated Safeguarding Lead

Named personnel with designated responsibility for Safeguarding

Woodside High School	
Designated Child Protection Lead	Gerry Robinson gerry.robinson@woodsidehighschool.co.uk
Designated Child Protection Officer	Melissa Prosper melissa.prosper@woodsidehighschool.co.uk
Nominated Safeguarding Governor	Phillip Graham
Co-Headteachers	Gerry Robinson Elma Mc Elligott
Deputy Head Teacher	Arthur Barzey arthur.barzey@woodsidehighschool.co.uk
School Nurse Designated Lead for Health	Christina Djima Cdjima@nhs.net
Safer Schools Police Officer	P.C. Graham Bell graham.bell@woodsidehighschool.co.uk
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Local Authority Contacts	
Single Point of Access (Previously First Response)	020 8489 4470 Out of hours 020 8489 0000 Email: spa@haringey.gcsx.gov.uk
Local Authority Designated Officer	Sarah Roberts sarah.roberts@haringey.gov.uk
Haringey Local Safeguarding Children's Board	020 8489 1472 lscb@haringey.gov.uk

Co-Head Teachers: Ms Elma McElligott & Ms Gerry Robinson



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1. Policy on Child Protection

1.1. Principle

Woodside High school fully recognises its responsibilities towards child protection and safeguarding children and that we have an active role in protecting our students from harm and promoting their welfare. We recognise that we may be the only stable, secure and predictable element in the lives of children at risk, and so we will endeavour to maintain an environment where students can feel secure, are encouraged to talk and are listened to. We aim to ensure that students can be supported through a school-wide ethos that promotes a positive, supportive and secure environment, valuing students' independence, feelings and individuality. Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation;

- Keeping children safe in education: statutory guidance for schools and colleges (2016)
- Working Together to Safeguard Children (2015) statutory guidance
- London Child Protection Procedures, 5th Edn.(2016)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2015)
- Child sexual exploitation Definition and guidance... (2017)
- Children Act 1989
- Children Act 2004
- Education Act 2011
- Children and Families Act 2014

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

1.2 Responsibility for Safeguarding

The ultimate responsibility for safeguarding lies with the Governing Body. This responsibility is delegated to the Co- Head Teachers and designated staff; however we recognise that, because of their day-to-day contact with children and their direct work with families, school staff are well placed to observe the outward signs of abuse. All staff (teaching assistants, support staff, teachers and volunteers) in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage and can be the first point of disclosure for a child.

Concerned parents/carers may also contact the school and its governors.

1.3 Purpose of policy

- To ensure clarity of whole school systems and procedures to support and monitor students who have a Child Protection Plan.
- To ensure clarity of whole school systems and procedures to support identified students who are causing concern.
- To ensure all staff and volunteers (including temporary and supply) understand their responsibilities in relation to child protection so that we can provide a safe and secure environment for our students.
- To support provision of a broad and balanced curriculum so that children can continue to learn and develop academically, socially, behaviourally and emotionally.

1.4 Evaluation

- The designated senior leaders and the Child Protection Officer will work with the designated governor (Philip Graham) and Governing Body to ensure the school's safeguarding policy and procedures are reviewed and updated regularly.
- The designated senior leaders will report annually to the governing body on the number of referrals.
- Trends in child protection referrals and concerns will be reported by the designated senior leaders and the Child Protection Officer to the Co- Head Teachers on a regular basis.
- Outcomes and evaluations from safeguarding training sessions will inform termly updates of the school's programme of Continuous Professional Development.

1.5 Links with other policies

- Woodside High School Shared Values
- Behaviour policy
- Home-school agreement Policy
- Anti-bullying Policy
- SEND Policy
- Health and safety Policy
- Trips and Visits Policy
- Self-Harm Policy
- Internet Safety Policy
- Managing Allegations Against other Children Policy - Includes sexting
- Social Media Policy
- Staff Discipline, Conduct and Grievance Policy
- Managing Allegations Against Other Children Policy
- Managing Allegations Against Staff and Volunteers Policy
- Sex and Relationships Education Policy
- Whistle Blowing Policy
- Positive Handling Policy
- Curriculum Statement

1.6 Accordingly, the school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that designated senior leaders and a governor are responsible for child protection and that they receive appropriate training and support for the role. The senior leaders are Gerry Robinson and Elma Mc Elligott (Co- Head Teachers - responsible for allegations involving staff) and Arthur Barzey (Deputy Head teacher). Melissa Prosper is the school's Child Protection Officer. Philip Graham is the governor responsible for child protection and safeguarding.
- Ensure every member of staff (including temporary and supply staff and volunteers) and every member of the governing body know the name of the designated child protection lead responsible for child protection and their role.
- Ensure that all staff receive requisite training annually, to support awareness of indicators of different forms of abuse and how to respond appropriately to students who make allegations of abuse.

- Refresh staff understanding and knowledge of Safeguarding protocol, policy and procedure at the beginning of every academic year.
- Refer cases of suspected abuse to the Children and Young People's Service and/or the police whilst offering support and advice to students and staff.
- Follow up referrals to ensure that the referral is being dealt with appropriately and in a timely fashion.
- Attend and take part in core groups and conferences as and when required.
- Develop effective partnerships with relevant agencies and co-operate as required with all enquiries regarding child protection.
- Pass on to agencies any subsequent information relevant to the referral as and when this becomes available.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Keep secure, confidential and accurate records of students who have a child protection plan and of referrals made, separate from the main student file.
- Recognise and ensure that all matters relating to child protection remain confidential.
- Ensure that the whole school employs methods of sharing information in relation to Safeguarding matters which respect at all times the confidential and sensitive nature of that information.
- Recognise that decisions in relation to sharing Safeguarding information affecting individual children are the responsibility of Gerry Robinson, Elma McEilligott, Arthur Barzey and Melissa Prosper.
- Ensure that children, parents and carers have an understanding of the responsibility placed on the school for child protection by setting out its obligations on the school's website and making sure all are aware of whom they can approach in the school if they are worried.
- Investigate allegations made against any member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, LSCB guidance, school disciplinary procedures and policy on care, control and restraint,)
- Any allegation made against the Co- Head Teachers should be reported by the Chair of Governors to the local authority.
- Ensure that staff are able to raise concerns about poor or unsafe practices in relation to child protection and that these are addressed effectively.
- Ensure safer recruitment practices are always followed (see Keeping Children Safe in Education 2016).
- Ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 1998.
- Include in the curriculum, opportunities which will equip students with the skills they need to recognise abuse, stay safe and adopt safe practices.
- Draft and maintain a written protocol with the main contractor involved with construction work at Woodside High School to ensure compliance with Safeguarding requirements.

2. Terminology

2.1 Significant Harm

This concept was introduced by the Children's Act 1989 as the threshold for intervention in family life for the protection of children. There are no absolute criteria on which to rely.

It is necessary to consider:

- The severity of ill treatment
- The degree and extent of physical and emotional harm
- The duration and frequency of abuse and neglect
- The extent of pre-meditation and the degree of threat and coercion

2.2 Categories of Abuse

- Physical
- Sexual
- Emotional
- Neglect

2.2.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

May involve:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating
- Otherwise causing physical harm to a child

Indicators include:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment, which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

2.2.2 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

May involve:

- Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware.
- Physical contact, including penetrative and non-penetrative acts;
- Non-physical contact, e.g. looking at or involvement in making pornographic material, watching sexual activity including sexual images, encouraging children to behave in sexually inappropriate ways.

Indicators include:

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need reassurance
- Tendency to cry easily
- Regression to younger behaviour such as thumb sucking, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbance or nightmares
- Chronic illness, especially throat infection or venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing e.g. for sport
- Phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model students displaying none of the characteristic signs of sexual abuse.

2.2.3 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

May involve:

- Conveying to children they are worthless or unloved, inadequate, or not valued
- Age or developmentally inappropriate expectations.
- Causing children frequently to feel frightened or in danger.
- Exploitation or corruption.

Indicators include:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression

- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging
- Social isolation
- Desperate attention-seeking behaviour
- Depression, withdrawal
- Air of detachment ('don't care' attitude)

2.2.4 Neglect

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.

May involve:

- Failing to provide adequate food, shelter and clothing.
- Failing to protect a child from physical harm or danger.
- Failing to ensure access to appropriate medical care or treatment.
- Neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or poor attendance
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- Poor or no social relationships
- Running away
- Compulsive stealing or scavenging

Poverty and neglect are totally different - they are not equivalent states.

2.2.5 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on new-born infants or on young women before marriage or pregnancy.

Raising awareness of FGM is considered in the context of the school's curriculum and from 2014 onwards it has been included in the curriculum for Year 9 students. It is also a matter that Woodside High School had included in its school's Safeguarding Children Policy in light of the need to raise awareness amongst staff and to ensure appropriate staff training is provided for key Child Protection staff. The Child Protection Officer will seek to access appropriate training and will raise awareness of the possible indicators of potential or actual FGM amongst other staff.

Indicators include:

- Children talking openly about FGM
- A girl confiding that she has had a "special procedure" or has attended a ceremony to "become a woman"

- Parents stating that they need to take a child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- A girl having difficulty walking, sitting or standing
- A girl spending longer than normal periods in the lavatory
- A girl complaining of menstrual or bladder problems
- Prolonged absences from school or change in behaviour after a prolonged absence from school.
- A girl being reluctant to undergo normal medical examinations
- A girl talking about discomfort or pain between her legs

2.2.6 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Staff should be mindful of looking out for signs of CSE, which can include:

- Going missing for periods of time.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Displaying inappropriate sexualised behaviour.

2.2.7 Prevent

'Prevent' is part of the Government's counter-terrorism strategy to stop people becoming terrorists or supporting terrorism. It seeks to

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. Publicly funded schools are required to promote community cohesion, a duty first introduced through the Education and Inspections Act 2006.

Protecting children from extremist and violent views

The Department of Education (DofE) notes that schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gangs and alcohol. Woodside High School has interpreted 'Prevent' in that context. It will make every effort to protect children from harm and to ensure that they are taught in a way that is consistent with the law and the country's values.

Woodside High School's response to Prevent

In line with the guidance to schools as set out on the Prevent website, Woodside High School will:

- Create explicit value statements within its policy framework that are inclusive of all students.
- Review regularly its curriculum, student participation and safeguarding processes.
- Develop critical personal thinking skills in its students.
- Implement social and emotional aspects of learning.
- Explore and promote diversity and shared values between and within communities.
- Challenge abusive and hateful attitudes towards religious, ethnic and other minority groups
- Support those at risk of being isolated.
- Build ties with all local communities, seeking opportunities for linking with other schools.
- Use 'safe to learn' anti-bullying strategies to minimise hate and prejudice-based bullying.
- Use restorative approaches to repair harm caused.

The Prevent for schools website also suggests that schools can demonstrate good leadership and management in tackling extremism by:

- Working with Safer School Partnerships police officers and local authority (LA) Prevent staff to deliver training to staff, parents/carers and governors.
- Facilitating sessions with local police, LA Prevent staff, teachers and governors, for example, on internet safety.

Although the DoFE has not set a requirement for schools or nurseries to have Prevent training for staff Woodside High School has made a commitment to training key members of staff. Initial training took place in September 2014.

3. Child Protection Guidelines

Where we have concerns about the welfare of a child we will follow the procedures set out by the Haringey Local Safeguarding Children Board (LSCB). A copy of these procedures can be found on the LSCB website: <http://www.haringeylscb.org/>

Child protection spans a very wide spectrum, from over chastisement to serious sexual abuse, neglect and physical harm. Children may confide in trusted staff. Staff may also become suspicious that a child may be being abused from their appearance and/or behaviour.

Basic outlines of the system for reporting are detailed at the end of this publication. In particular for new staff, the following information will also provide additional assistance in recognising various aspects of abuse outlined above. All new staff will receive an immediate training session on Child Protection and Safeguarding. All staff will receive an annual update on the Child Protection and Safeguarding Policy and systems. As well as build an understanding of:

- The school's legislative responsibility
- Their personal responsibility
- The school's policies and procedures
- The need to be alert to the signs and indicators of possible abuse
- The need to record concerns
- How to support and respond to a child who tells of abuse
- How the school will fulfil its duty of care to staff who have been accused in a child
- Protection issue
- What other independent agencies are available to support staff (e.g. TUs, Teacher Support Network etc.)

If any colleague suspects abuse or is told of abuse, they must immediately inform the Child Protection Officer who will offer guidance, assess the situation and contact the relevant outside agencies, if necessary. Please consult Gerry Robinson, Elma Mc Elligott, Melissa

Prosper or Arthur Barzey as indicated by the Child Protection policy. Allegations against staff must go to the Co- Head Teachers immediately.

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

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

The school will:

- Ensure that the designated child protection leads take advice from a child protection specialist when managing complex cases. The designated child protection leads have access to the Single Point of Access Advice Line; Early help Coordinators and the out-of-hours duty team.
- Work to develop effective links with relevant services to promote the safety and welfare of all students.
- Co-operate as required, in line with Working Together to Safeguard Children, 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant social worker immediately if; we should have to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently), there is an unexplained absence of a student who is subject to a Child Protection Plan or there is any change in circumstances to a student who is subject to a Child Protection Plan.

3.1 Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to children's social care immediately.
- Ensure all records are kept securely; separate from the main student file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with the education child protection record keeping guidance.

3.2 Confidentiality and information sharing

We recognise that all matters relating to CP are confidential

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

Child protection records are normally exempt from the disclosure provisions of the data protection act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parents to see child protection records, they will refer the request to the designated child protection leads or head teacher.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated child protection leads or children's social care as required.
- Ensure that the head teacher or designated child protection leads will only disclose any information about a student to other members of staff on a 'need to know' basis, including domestic violence notifications.

- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Ensure staff are clear with children that they cannot promise to keep secrets.
- Ensure that statutory guidance on recording allegations against adults are followed - (see managing allegations against staff and volunteers policy).

3.3 Communication with Parents/Carers

The Safeguarding Children Policy is made available to all parents and carers via the school website.

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care.

3.3.1 Private Fostering

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

The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Privately fostered children are a diverse, and sometimes vulnerable, group. Groups of privately fostered children include:

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

Private foster carers and those with parental responsibility are required to notify a LA children's social care of their intention to privately foster or to have a child privately fostered or where a child has been privately fostered in an emergency. (See appendix 3) for guidance on action if you suspect a child is being privately fostered

3.4 Procedures for staff where there are concerns about a child.

These child protection procedures must be followed where there are any concerns about a child that may fit into the categories of abuse, or if a child discloses information of concern.

1. Pass on your concern to the designated child protection lead as soon as possible. Child protection must take precedence above all else and can initially be passed on verbally.
2. As soon as possible, report it using My Concern or complete a Child Protection Concern Form (Appendixes 4 and 5) and give this to the designated child protection lead or the deputy designated child protection lead. My Concern can be accessed via the internet using any device and by inputting <https://myconcern.education>. Child Protection Concern Forms

can be found in the staffroom and on the shared drive T drive in the CHILD PROTECTION AND SAFEGUARDING folder. This written note should be filled in completely and should be as accurate and factual as possible to be about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations should not be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.

3. Remember confidentiality, and do not discuss your concern with others unnecessarily.
4. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Child Protection Officer.

3.5 What to do if a child discloses something to you

When a child makes a disclosure (tells you something of concern), always follow the four Rs: Receive, Reassure, React and Record. For additional information see Appendix 1.

Receive

- Listen to the child/young person. If you are shocked at what the child/young person says to you try not to show it. Take what the child/young person says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If they meet with shock or disbelief, children and young people may retract what they have said.
- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, "Why didn't you tell me before?"

Reassure

- Stay calm. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. "You are not alone - you are not the only one this sort of thing has happened to".
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.

React

- React to the child/young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example "Did s/he?"
- Be careful about what you ask the child; you may taint any evidence being put before a court. Use open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?"
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff.
- Explain what you have to do next and to whom you have to talk to.
- Inform the designated child protection lead.

Record

- As soon as is reasonably practicable make notes on what has happened using My Concern or a Child Protection Concern Form (Appendixes 4 and 5).
- Do not destroy these notes; they will be retained in a safe place. The court in any legal process may require them.
- Record; place, date, time and details of the child/young person involved. Record any noticeable nonverbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.

- Use the 'skin map' on the reverse of the 'Note of concern' sheet to indicate positioning, size and location of any injuries you have identified/observed.
- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT.
- Hand the record to the designated child protection lead.

Supporting the child

- Give the child time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.
- Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

3.6 Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Co-Headteachers, Deputy Head, Heads of Years or your Head of Department, are all available to talk through issues, which may be upsetting or concerning any member of staff involved in a particular case.

Staff should also be aware that they need to protect themselves from any form of suspicion and class groups should make sure that, as far as is possible, no member of staff is alone with a child in an intimate situation e.g. other adults have access at all times and that volunteers and students are never left alone.

3.6.1 Allegations against Staff

We understand that a student may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation must immediately inform one or both of the Co-Head Teachers.

The Co-Head Teachers on all such occasions will consult with the LA (local authority) Lead Officer for CP.

If the allegation made to a member of staff concerns one or both of the Co-Head Teachers, the designated teacher must immediately inform the Chair of Governors who will consult with the LADO Local Authority Designated Officer for Child Protection.

The school will follow the LA procedures for managing allegations against staff, a copy of which is readily available in the school. As well as what is set out in the school's managing allegations against staff and volunteers policy, keeping children safe in education and the LSCB's guidance, available on Haringey LSCB website.

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

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

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

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

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

3.6.2 Use of personal mobile phones during school hours

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

All incidents involving youth produced sexual imagery or what is known as sexting will be responded to in line with this policy and where a student may make an allegation against another student, we will follow the guidance in our Managing Allegations Against Other Children Policy.

3.6.2a Photography using mobile phones

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

3.7 Physical Restraint of Students

Section 550A of the Education Act 1996, inserted by section 4 of the Education Act 1997, provides the circumstances in which a member of staff in the school may restrain a student.

In summary, a member of the staff of a school may use, in relation to any student at the school, such force as is reasonable in the circumstances for the purpose of preventing the student from doing or (continuing to do) any of the following:

- Committing an offence.
- Causing personal injury to, or damage to the property of any person (including the student themselves).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among the students, whether that behaviour occurs during a teaching session or otherwise.

Staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. During physical restraint or

intervention the teacher should give a verbal commentary on why and how they are going to intervene to ensure safety.

We understand that physical intervention of a nature, which causes injury or distress to a child, may have to be considered under child protection or disciplinary procedures

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of student. In this school:

- There will be staff trained in the use of physical restraint;
- All staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- Training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of students;
- Training will include information about the effects of medications students may be receiving and how restraint procedures might affect the physical wellbeing of the student during restraint procedures;
- Training will include multiple methods for monitoring a student's well-being during a restraint.

3.8 Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Reference to the ways in which concerns may be raised is included in the Woodside High School Whistleblowing Policy.

3.9 Bullying

Our policy on Anti Bullying is set out in a separate policy and make explicit that to allow or condone bullying may lead to consideration under child protection procedures.

3.10 Racist /Sexist/Homophobic Incidents

This school rejects and abhors all aspects of sexist, racial, homophobic and non-specific abuse.

The school has updated its Equality Duty that covers discrimination on the grounds of gender, race, religion and belief and sexual orientation.

It is ESSENTIAL that staff involved in such incidents, prepare a statement as soon as possible. This will assist immediate action being taken. Staff should not leave the premises without reporting such events to a member of the Leadership Group

The school will provide support as appropriate.

3.11 Prevention of harm to students

We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Include in the curriculum opportunities for PSHE/Citizenship, cross curricular themes and targeted focus groups which equip children with the skills they need to stay safe from harm and to know whom they should turn to for advice and help.

3.12 Health & Safety

Our Health & Safety policy is set out in a separate document. This policy reflects the consideration we give to the protection of our students and staff both within the school environment and when away from the school taking part in school trips and visits.

4. Safer Recruitment and Selection

The school pays full regard to the statutory guidance for schools and colleges; Keeping Children Safe in Education (2016) - Part Three: Safer Recruitment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS).

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff.
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made.

Staff responsible for recruiting and appointing must be suitably qualified and have successfully completed the on-line Safer Recruitment Training or other appropriate Safer Recruitment training.

5. Appendix 1. Systems for reporting a Child Protection Concern

1. All concerns or allegations about abuse, safety or neglect of children will always be taken seriously and acted upon promptly. Serious concerns should not therefore be emailed; the CP officer or Designated Safeguarding Lead must be told that there is a concern as soon as possible via My Concern or by using a Child Protection Concern Form (Appendixes 4 and 5).
2. If you notice anything that indicates a child may be unhappy – signs can include withdrawn behaviour, poor concentration, aggression or tearfulness – please speak to them. Listen carefully; be supportive; if there is a gap, repeat to them what they have said; do not probe or push; and make notes. Do not make judgements about whether someone is telling the truth (If there is something to be followed up that does not relate to safety or possibility of harm, please speak to the form tutor or Head of Year.)
3. If they make a disclosure to you that you think puts them at risk, you must speak to the CP officer or Designated Safeguarding Lead immediately. This contact should be made as soon as possible, confidentially, and in person if at all possible; please do not email concerns. If in doubt, report it. If the child does not wish to speak to you and you remain concerned, report it to the CP officer.
4. Please note that the student cannot be assured of confidentiality if they confide in a staff member, and this should be made clear to them. You might say “I will have to tell another member of staff if you tell me something that might hurt you or involves the law being broken. That cannot be kept secret because it is dangerous to you.”
5. Our duty of care means that we must follow up all concerns and that you must refer it to a senior member of staff. The child must be made aware of this. If a child starts to relate a confidence then stops because of concerns over confidentiality, this should be reported to the CP officer or Designated Safeguarding Lead. Do not insist that the child continues to speak.
6. Confidentiality is absolute between child, reporting teacher and CP officer/Designated Safeguarding Lead, and no information should be shared without the explicit permission of the CP officer or Designated Safeguarding Lead. Please ensure that a distressed child is given support.
7. Any member of staff receiving an allegation of abuse must make a full and accurate written record as soon as possible, noting what was seen or said, when, where, and signing or dating this record. The child’s own words should be used as much as possible. This must be passed to the CP officer/Designated Safeguarding Lead. All such records must be retained.
8. The CP officer will then inform the Safeguarding Team or the allocated social worker, if one already exists.
9. The parent or carer will be advised unless this may place the child at harm.
10. The designated staff member will then follow up the referral, including possibly representing the child at CP Conferences, and will consult with other specialist staff as necessary. They will also coordinate action with other agencies.
11. If a matter is under investigation and the child still continues to confide in a particular member of staff, information must continue to be passed on.

ANYTHING AT ALL THAT MAKES YOU UNEASY ABOUT A CHILD’S WELFARE SHOULD BE REPORTED, NO MATTER HOW MINOR IT MAY SEEM!

6. Appendix 2. Haringey First Response System

First Response 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. It was known previously as the Referral & Assessment Service. It is based in 48 Station Road, Wood Green N22 7TY.

New referrals are dealt with initially by the multi-agency screening 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. The document can also be downloaded from the Local Safeguarding Children Board (LSCB) website - http://www.haringeylscb.org/thresholds_of_need.pdf

First Response is 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.

The Early Help manager is also available to offer consultation where professionals are uncertain about whether an Early Help Assessment should be undertaken, or if you are unclear about how to make sure An Early Help Assessment is undertaken for a child who has needs at level 2a or b. Level 2a or b refers to a vulnerable child with some additional needs, as set out in Haringey's thresholds of need.

For further information, please refer to the thresholds guidance on the LSCB link above. FIRST RESPONSE PHONE NUMBERS 020 8489 4592/4582/5652/5762

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. From the beginning of September 2014 all written referrals should be made using the Single Point of Access form (SPA). The rationale for this is to make the process as consistent as possible and to reduce the number of different forms in use at any given time.

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, First Response will come back to you within seven days to explain what action has been taken.

7. Appendix 3. Private Fostering

What is Private Fostering?

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Who is a Private Foster Carer?

A child may be privately fostered if s/he does not live with a:

- Parent or legal guardian
- Grandparent
- Brother or sister
- Aunt or uncle
- Step-parent (who is married or in a civil partnership with their biological parent.)

Some Common Examples of Private Fostering:

- A teenager who isn't getting on with their parents so goes to live with a friend's family.
- Parents who pay someone to care for their children while they are away working or studying.
- Children who are sent from abroad to live with other families in the UK.
- Children who are placed with a family friend or relative as a result of parental separation, divorce, arguments at home or a parent being hospitalised.

If you think that a child may be privately fostered or is about to enter into a private fostering arrangement, then you must follow this process:

Make your Safeguarding Lead and Head Teacher aware of the situation

- A referral then needs to be made to the Single Point of Access Team (Previously First Response) 020 8489 4592 / 5652 / 5762 / 4582

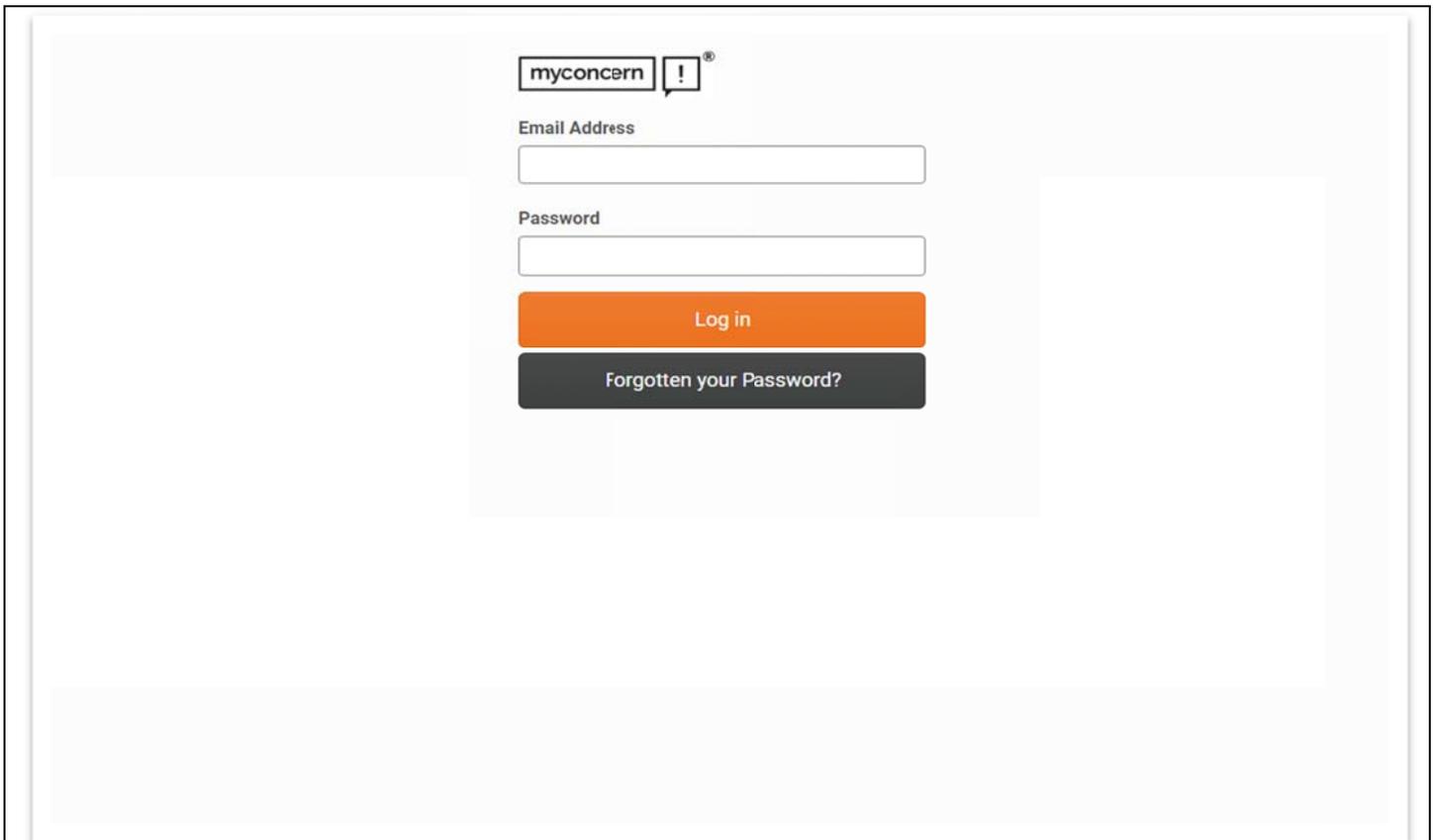
SPA team will refer onto appropriate agency who will then gather information to determine whether child is privately fostered

If the child is privately fostered then the case will be allocated to a Social Worker who will assess, visit and support the child, parents and private foster carer.

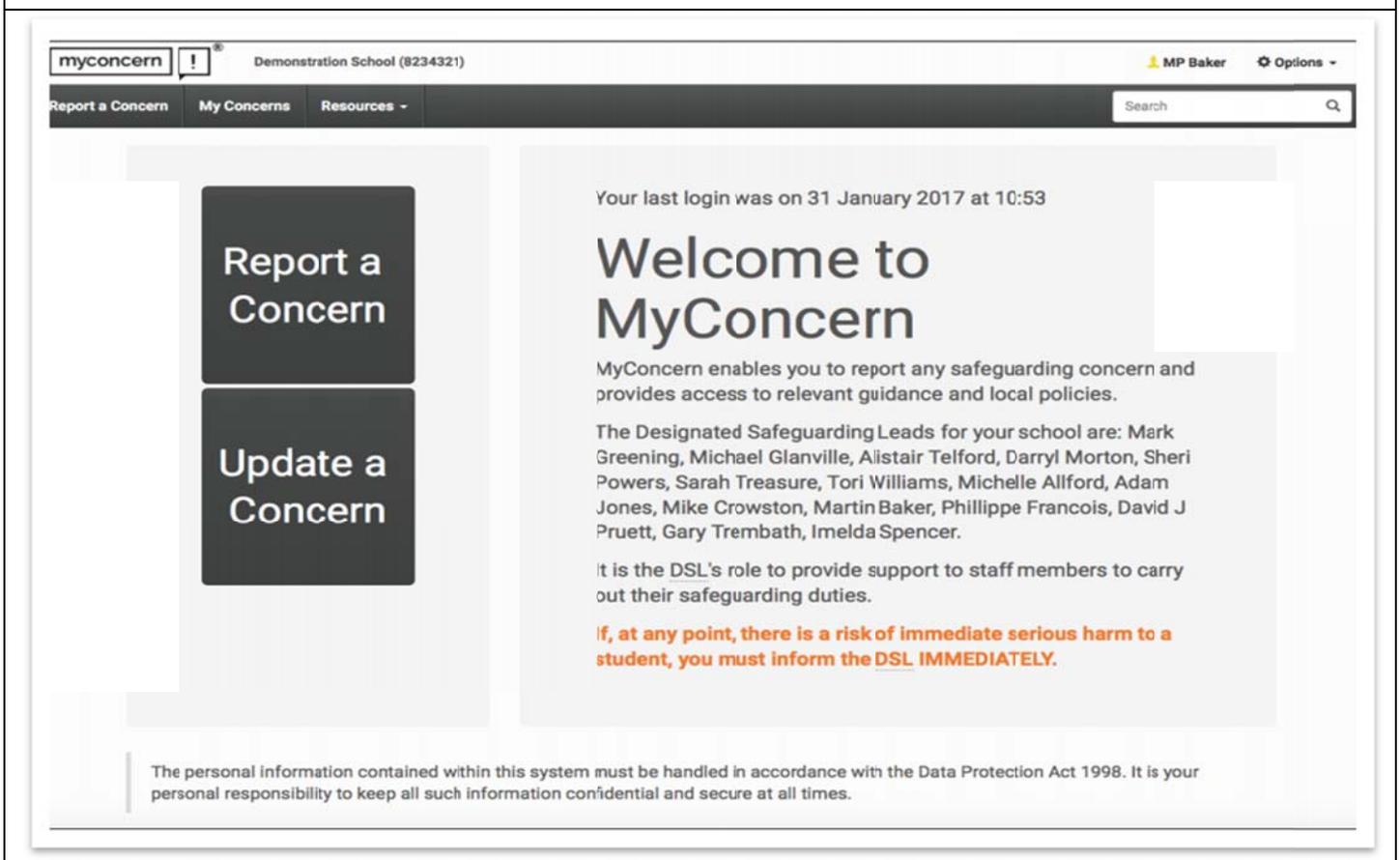
Need more help?

If you have any questions or want to discuss a situation then please contact first Response Team (See numbers on right) or Private Fostering: 0800 634 0480

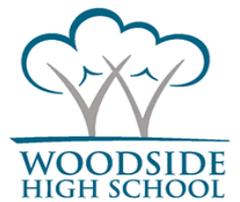
8. Appendix 4. My Concern - <https://myconcern.education>.



The image shows a login form for the myconcern website. At the top left is the myconcern logo, which consists of the word "myconcern" in a box followed by a speech bubble containing an exclamation mark and a registered trademark symbol. Below the logo are two input fields: "Email Address" and "Password". Under the "Password" field is an orange "Log in" button and a dark grey "Forgotten your Password?" button.



The image shows the dashboard of the myconcern website. At the top is a navigation bar with the myconcern logo on the left, the school name "Demonstration School (8234321)" in the center, and the user name "MP Baker" and "Options" on the right. Below the navigation bar are three main sections: "Report a Concern", "My Concerns", and "Resources". A search bar is located on the right side of the navigation bar. The main content area features two large dark grey buttons on the left: "Report a Concern" and "Update a Concern". On the right, there is a welcome message: "Your last login was on 31 January 2017 at 10:53" followed by "Welcome to MyConcern". Below this, there is a paragraph explaining the purpose of MyConcern and a list of Designated Safeguarding Leads. A bold orange warning message states: "If, at any point, there is a risk of immediate serious harm to a student, you must inform the DSL IMMEDIATELY." At the bottom, there is a disclaimer about data protection.

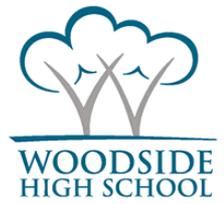


Student's Name:		Date of incident:	
Tutor Group:		Time of incident:	
Referrer's Name:		Place of incident:	

Please write what you were told in its exact terms. Use the student's words where possible and indicate where you have interpreted or are expressing your concerns/opinions, include presentation of child (physical, emotional, behavioural etc.) and use the Physical Injury/ies Concern Form to indicate any marks seen.

Remember to complete the necessary sections on the attached Feedback Sheet. This shall be returned to you within 7 working days. If you require support regarding what you have heard or seen please contact:

Signature :	
Name of DCPO handed to:	
DCPO signature and date:	



To be completed by the referrer:

Student's name:	
Date of referral:	
Referrer's name:	
Referrer's signature:	

To be completed by the CPO:

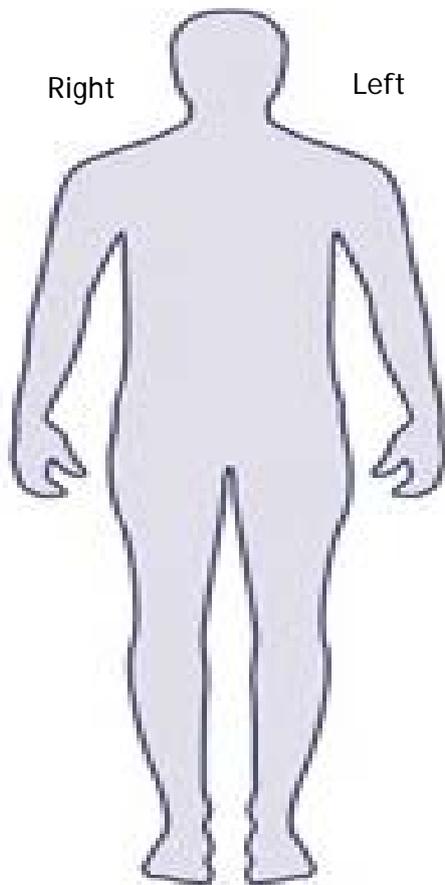
	Yes ✓	No ✓
Child seen as a result of this referral:		
Family seen as a result of this referral:		
Family have been advised of outcome of referral:		
The investigation is still in process:		
Any other information:		
DCPO name:		
DCPO signature:		

Please remember that support is available, contact Gerry Robinson or Melissa Prosper for more information.

Physical Injury/ies Concern Form

Please indicate where on the child’s body you have seen markings or are concerned there may be. Once done attach to the corresponding Child Protection Concern Form. Please note that no examination of the child should be undertaken by members of staff. If the child can indicate allow them to show you any marks. Marks, bruises seen during swimming or PE can be recorded on this sheet.

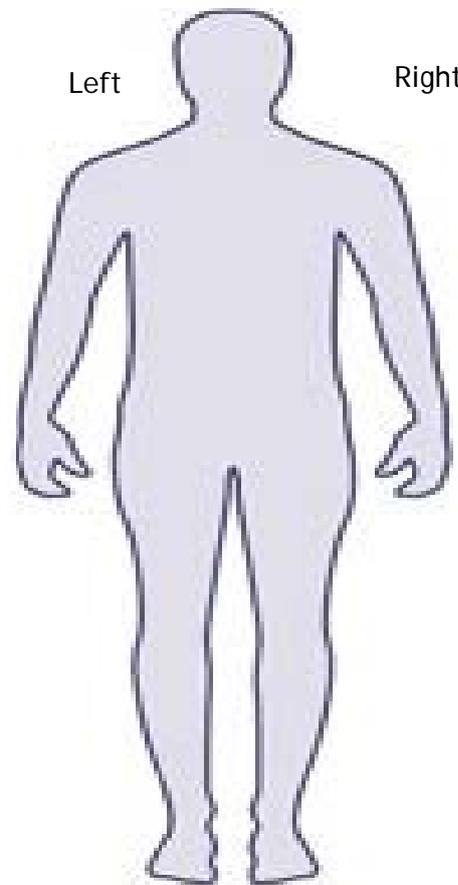
Name of Child:			
Gender:	Male		Female



Right

Left

Front



Left

Right

Back

Staff name:		Signature:	Date:
Action taken by the Designated Child Protection Officer (DCPO) And Reason	Parent Contacted	Reason:	
	Referral		
	No Referral		
DCPO name:		Signature:	Date:

Safeguarding Procedures for ALL visitors, please read.

Woodside High School takes pride in safeguarding all students, staff and visitors entering the school premises. Please read the following briefing and make yourself aware of the procedures outlined.

You are required to adhere to ALL measures below to ensure maximum safety for all.

-  Please ensure you sign in at the main reception and sign out when you are leaving.
-  Please make sure your visitor's badge is clearly displayed on your clothing at all times you are on the school premises. This is to be handed back to the main reception when you are leaving.
-  You must be accompanied by a member of staff at all times unless otherwise advised. If for any reason you become separated from a member of staff, please make your way to the main reception immediately.
-  We expect all visitors to Woodside High School to act in accordance with our Woodside Shared Values (see reverse).

If you have a safeguarding or Child Protection concern:

If whilst on the premises you become concerned about the wellbeing, protection or safeguarding of a child please report to the main reception, where you will be asked to fill out a Visitor's Concern Form. This will then be passed to the Child Protection Officer or Safeguarding Lead:

-  Melissa Prosper – Designated Child Protection Officer
-  Gerry Robinson - Co-Headteacher/Safeguarding Lead

WOODSIDE SHARED VALUES

////// WE WILL ////

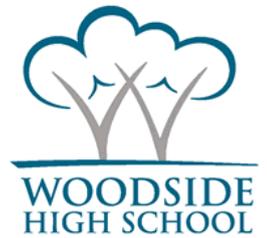
BELIEVE IN OURSELVES,
TRY OUR BEST AND HAVE PRIDE IN
EVERYTHING THAT WE DO

ENCOURAGE AND SUPPORT
EACH OTHER AT ALL TIMES

BE POLITE AND RESPECT PEOPLE FOR
WHO THEY ARE, EMBRACE DIVERSITY
AND CELEBRATE OUR DIFFERENCES



**Visitors Safeguarding, Child Protection or
Wellbeing Concern Form**



Student/s name/s if known:			
Staff/adults involved if known:			
Date of incident:		Time:	
Where did the incident take place?			

Please outline your concern in the box below giving as much detail as possible, ask for a separate sheet if needed. If your concern includes any markings on a child, please indicate where these would be on the child's body.

Name:			
Signature:	Date:		
Address:	Postcode:		
Contact number:			
Email:			