



Hazelwood Schools

Safeguarding Children and Child Protection Policy

Please read the separate 'COVID-19 School Closure Arrangements for Safeguarding and Child Protection at Hazelwood Schools' where appropriate.

Reviewed and Adopted: **Autumn 2020**

Reviewed by: HT/LTS committee

Next Review: Autumn 2021

This is an Annual Policy

Signed.....

Date ratified 25.11.2020

Safeguarding Children and Child Protection Policy

1. Introduction

- 1.1 Our Safeguarding Children and Child Protection Policy cannot be separated from the general ethos of the school, which is to ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
- 1.2 The Governors and staff of Hazelwood Schools fully recognise the contribution it makes to safeguarding children. We recognise that all members of staff, including volunteers and supply/agency staff, have a full and active part to play in protecting our pupils from harm. The school must be vigilant and keep safeguarding as a high priority with recruitment.
- 1.3 All staff and Governors are committed to providing a calm, caring, positive, safe and stimulating environment which promotes the social, physical, mental and moral development of the individual child. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best and express their feelings and concerns. We provide opportunities that enable our children to take and make decisions for themselves and “recognise when they are at risk and how to get help when they need it” (*Ofsted Inspecting Safeguarding Guidance- Sept 2019*).
- 1.4 This policy should be read in conjunction with the following policies as they all form part of our safeguarding arrangements: Online Safety Policy, Code of Conduct, Health & Safety, Positive Behaviour Policy, Keeping Children Safe In Education (KCSIE) and Attendance.

2. The Definition of Safeguarding and promoting the welfare of children is as follows:

- protecting children from maltreatment;
- preventing impairment of children’s **mental** and **physical** health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

3. Aims of this Policy

- To develop and promote effective working relationships with other agencies,
- To ensure that all our staff are clear about the actions necessary with regard to a child protection issue.
- To support the child’s development in ways that will foster security, confidence and independence.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, radicalisation and extremism - developing an ongoing culture of vigilance.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, radicalisation and extremism.
- To identify pupils who may benefit from ‘Early Help’.
- To understand the wider environmental factors in a child’s life that may be a threat to their safety and/or welfare.

- To ensure effective communication between all staff (on a need to know basis) on child protection issues.
- To maintain a structured procedure which is followed by all members of the school community where abuse, radicalisation or extremism is suspected. (See Appendix 2 for 'Logging a Concern about a pupil' form, it is red)
- To ensure clear procedures are in place for reporting concerns about a pupil or/and a member of staff. (Appendix 2 & Appendix 3)
- To emphasise the need for good levels of communication between all members of staff.
- To continue to promote effective working relationships with other agencies, such as the Police and Children's Social Services as well as our safeguarding partners, the Local Authority (Tony Theodoulou, Executive Director -Enfield), NHS Enfield Clinical commissioning group (Aimee Fairbairn, Director) & Metropolitan Police Service - Haringey & Enfield (Treena Fleming, Detective Chief Superintendent)
- To ensure that all adults within our school who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including supply/agency staff and visitors. (See our Safer Recruitment Policy).

4. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans which provide additional support (through a 'child in need/CIN' or a 'child protection/CP' plan).

We will also ensure that:

- We have designated members of staff who undertake regular training every two years:
 - Designated Safeguarding Lead (DSL): Tracy Kilkenny (Headteacher)
 - Deputy Designated Safeguarding Lead: Stella Gannon (Deputy head)
 - Designated Team: All members of the Senior Leadership Team (SLT) are trained as designated staff too,
 - As well as Jenny Double and Diana Shaw (Attendance & Welfare Team)
- All staff, supply/agency staff, Governors, volunteers, regular parent helpers and work experience students, are enhanced DBS checked and inducted.
- All members of staff develop their understanding of the signs and indicators of abuse, and how to prevent radicalisation and refresh their training every 3 years in line with mandatory Government expectations.
- Every September as part of the INSET days, we provide refresher training with updates to all staff on current issues and procedures around safeguarding, including the schools protocols and updates in the KCSIE document.
- Safeguarding is a weekly agenda item in staff briefing.
- Careful records of staff training are kept and filed in our Safeguarding file.
- All staff understand the difference between a 'concern' and 'immediate danger' or 'risk of harm'.
- All members of staff know how to respond to a pupil who discloses abuse or shows signs of being radicalised.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

- All staff receive and read Part 1 of the Government Guidance *'Keeping Children Safe in Education'* (September 2020) and Annex A and sign to confirm they have read and understood it. This guidance contains reference to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM), preventing radicalisation, children missing from education, peer on peer abuse, up-skirting and so-called 'honour based violence', forced marriages and **mental health**.
- All staff will receive a copy of this policy: Safeguarding Children and Child Protection Policy and signed to say that they have read and understood it.
- It is the responsibility of senior leaders and the Chair of Governors to ensure all staff can access and understand the document *'Keeping Children Safe in Education'* (September 2020).
- All new members of staff will be given a copy of our Safeguarding Children and Child Protection Policy and of the Government Guidance *'Keeping Children Safe in Education'* September 2020 part 1 and Annex A as part of their induction into the school.
- Our procedures will be regularly reviewed and updated, at least annually.

5. Early Help and Prevention

- 5.1 All staff are responsible for identifying a child who may benefit from early help. Early help means providing support as soon as a problem emerges at any point or stage of development of a child's life. Staff should discuss early help requirements with the DSL. Staff may be required to contribute in an early help assessment.
- 5.2 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos and culture of protection.
- 5.3 All staff need to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- 5.4 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- 5.5 All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is called Contextual Safeguarding.
- 5.6 The school community will therefore:
- Ensure and maintain an ethos and culture of safeguarding where children feel secure, are encouraged to talk and are always listened to.
 - Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
 - Include in the curriculum, opportunities for discussion, debate and learning from others through PHSE, online safety, Thinking Skills and Philosophy for Children, which will equip

children with the skills they need in order to stay safe, by recognising when they are at risk and how to get help when they need it.

- In addition to this, children receive support through assemblies and workshops delivered by ECP Limited, NSPCC and ChildLine.

5.7 All staff are also made aware of the link between children missing from education and safeguarding. Staff and parent support advisors follow the school's safeguarding procedures and must report concerns to the DSL if a child is missing from education repeatedly or without reason. Early intervention will be taken to identify if there is any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All parents/carers are asked to provide two emergency contacts for their child.

6. Staff Training

6.1 All staff must receive training every 3 years in line with mandatory Government expectations. During September INSET all staff are reminded of who the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead are as well as our safeguarding procedures.

6.2 To ensure that safeguarding is always given a high priority in our school 'Safeguarding' is a regular agenda item in our weekly staff briefings. These briefing and INSETs are also used to update staff on changes or improvements in safeguarding procedures or to look at serious case reviews.

6.3 Our school website and newsletters have safeguarding updates to support parents to safeguard pupils in their care.

6.4 Staff training ensures that staff understand the difference between 'a concern', 'immediate danger' or 'at risk of significant harm'.

6.5 Where necessary, additional safeguarding support or training is provided for individual teams.

6.6 Annually staff are reminded of the categories of child abuse and neglect and signs to help them recognise them and act on that. (Also see poster in Appendix 4).

7. Indicators of Abuse & Neglect (from KCSIE Sept 2020)

7.1 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

7.2 Physical abuse: a form of abuse which 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.

- 7.3 Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 7.4 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education referred to as peer on peer abuse.
- 7.5 Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

8. What staff should do if they have concerns about a child

- 8.1 If staff have any concerns about a child, they will need to share this with the DSL and complete a red 'Concern About A Pupil' form (Appendix 2) and follow the procedures listed on the form.
- 8.2 If, a child is in immediate danger or is at risk of harm a referral will be made to Enfield's MASH (Multi-Agency Safeguarding Hub) Team 0208 379 5555 and/or the police immediately. All staff are able to make a referral to MASH but should always inform the DSL of this action if taken. Referrals should be made online via this website: <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home>

- 8.3 Staff working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child’s welfare, they should act on them immediately.

9. Responsibilities

The Designated Safeguarding Lead (DSL) Tracy Kilkenny (Headteacher) is responsible for:

- Adhering to the ESCP, LCSB and school procedures with regard to referring a child if there are concerns about possible abuse or radicalisation.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records on Scholar Pack.
- Ensuring that any pupil currently the subject of a Child Protection Plan who is absent without explanation for one day is referred to the Children’s designated social worker/Enfield’s MASH Team.
- For promoting the educational outcomes of children with a social worker.
- Ensuring staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.
- **All** members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.
- Ensuring that all staff receive the regular mandatory (every 3 years) training. The DSL and deputy DSL must update their designated training once every 2 years and all staff should be involved in annual refresher training to update their knowledge and skills and ensure they are clear about our procedures for reporting a concern.

Stella Gannon is the deputy Designated Safeguarding Lead (DSL). All other members of the SLT are part of the Safeguarding Team and have also had the DSL training. They become the DSL in Tracy and Stella’s absence.

10. Governors

10.1 Our Safeguarding Governor is Helen Hattersley. She can be contacted via this email chairgb@hazelwood.enfield.sch.uk Subject line: ‘Safeguarding’ for the attention of Helen Hattersley.

10.2 Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that policies, procedures and training in the school are effective and comply with the law at all times.

10.3 Governing bodies of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children’s Partnership.

- 10.4 In the event of an allegation of abuse being made against the Headteacher, allegations should be reported to the chair of Governors: Sidrah Chowdry
chairgb@hazelwood.enfield.sch.uk
- 10.5 Governing bodies must ensure there is an effective Safeguarding and Child Protection Policy in place together with a Staff Code of Conduct.
- 10.6 Governors should ensure that the policy is updated annually and all staff are aware of expectations set out in the Staff Code of Conduct.
- 10.7 Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in the future. The school follows the LA policy 'Children Missing from Education'.
- 10.8 The Governing body must ensure that the school's curriculum teaches children about how to keep themselves safe, including online. This may include covering relevant issues through Personal, Social, Health and Economic education (PSHE), Computing and Online Safety and through Sex and Relationship Educations (SRE).
- 10.9 In addition to the above, the designated Governor for safeguarding worked with the parents and staff to agreed protocols regarding HPSA events, school shows, concerts and performances to further improve our safeguarding practice beyond the normal school day.

11. Supporting Children

- 11.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may self-blame, and/or feel helpless and humiliated.
- 11.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 11.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 11.4 Our school will support all pupils by:
- Employing a non-class based, full time Learning Mentor.
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying Social Services/ Enfield's MASH team as soon as there is a significant concern.
 - Providing continuing support to a pupil (whom there have been concerns) who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

- Ensuring our Online Safety, PSHE and SRE programme support pupils to understand how to keep safe, recognise when they are at risk and how to get help when they need it.

12. Confidentiality

12.1 We recognise that all matters relating to Child Protection are confidential.

12.2 The Headteacher/DSL and/or Deputy DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis only.

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

12.4 All staff must be aware that they cannot promise a child that they will keep secrets.

13. Information Sharing & General data Protection Regulations (GDPR)

13.1 It is noted that 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' Information may now be shared with teachers and school staff in order to help promote positive educational outcomes i.e. by sharing information about the welfare, safeguarding and child protection issues that children have experienced and what support and adjustments could be made to best support these pupils to achieve their educational outcomes. (Keeping Children Safe in Education - September 2020). This allows practitioners to share information without consent when needed and to the appropriate bodies.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. The document 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers' (see appendix 1) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

14. Supporting Staff

14.1 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.

14.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

14.3 The Education Support Partnership (www.educationsupport.org.uk) is the UK's only charity providing mental health and wellbeing support services to all education staff and organisations.

The helpline is available everyday 24 hours a day 08000 562 561.

You can also text on 07909 341 229 or email support@edsupport.org.uk



15. Allegations against Staff and Volunteers

15.1 We understand that a pupil may make an allegation against a member of staff and volunteers. As part of the Parent helpers/Volunteer induction, discussions are had around how to ensure you are not vulnerable to allegations.

15.2 If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher.

15.3 All allegations of abuse by, or complaints about, a member of staff will be dealt with following the London Safeguarding Children Board procedures. A copy of this is kept in the Headteacher's office.

15.4 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). In Enfield, the role of the LADO is undertaken by the Deputy Head of Safeguarding and Quality Service (SQS), Andreas Kyriacou will be the LADO (Local Authority Designated Officer) Contact details; Via email safeguardingservice@enfield.gov.uk or 0208 379 2850/0208 379 4392.

15.5 If the allegation made to a member of staff concerns the Headteacher, the staff member will immediately inform the Chair of Governors (contact information above) who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection.

15.6 The school will follow the All London Child Protection Procedures for managing allegations against staff.

16. Whistleblowing

16.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

16.2 If members of staff ever have any concerns about any people in the workplace, paid or unpaid, they have a professional duty to inform the leadership team accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

16.3 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. They will complete the 'Concerns/Incident with a member of staff form' (see Appendix 3).

16.4 Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, staff can call the NSPCC Whistleblowing Advice line on 0800 028 0285 or 0800 800 5000 – the line is available from 8:00am to 8:00pm, Monday to Friday and email: help@nspcc.org.uk (see Appendix 1). It is a dedicated helpline available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.

17. Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), Post-LAC Pupils, Private Fostering

It is essential that all staff are vigilant when monitoring the health and well-being of all SEND pupils. Evidence from research confirms that disabled pupils and those with special educational needs are particularly vulnerable to abuse and/or neglect. All staff must be especially vigilant and raise any concerns of SEND pupils using the procedures set out in this policy for all pupils.

LAC and Post LAC are another vulnerable group therefore the DSL will liaise with the Virtual Schools Headteacher to ensure they are safeguarded from harm. To help safeguard them from harm, teachers are informed of any relevant updates or changes in these pupils' circumstances.

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

18. Positive Handling (Physical) Intervention- the use of 'reasonable force'

18.1 There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

18.2 Our procedures on physical intervention by staff is set out in our Positive Handling Policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal/reasonable force necessary to prevent injury to another person. Please refer to our Positive Handling Policy for more information.

18.3 Physical intervention should only be used if a child:

- is in danger of hurting themselves or others,
- is damaging or intending damage the property
- is disrupting the good order and discipline at the school or
- is disrupting the education of others whether it is during a teaching session or otherwise.

19. Positive Behaviour Policy and Anti-Bullying

Our Positive Behaviour Policy is set out in a separate policy and can be found on our website. It acknowledges that: to allow or condone bullying including online bullying may lead to consideration under child protection procedures. We have developed a school ethos in which bullying is regarded as unacceptable.

At Hazelwood we expect all of our pupils to come to school with positive attitudes and high expectations. We believe that every child and every adult at our school has the right to feel happy, to feel valued and to be treated with respect. Positive and desirable behaviour is a responsibility of everyone involved in our school. Positive classroom behaviour is as important as positive playground behaviour.

At Hazelwood our aim is to create an environment, physically and emotionally, where everyone feels safe and secure, where we can all meet the challenges each new day brings. Our policy sets out how we will reward good behaviour and the consequences the school will use when behaviour is inappropriate.

The school council and house captains provide an additional voice for pupils to share their concerns and to highlight the issues surrounding bullying. Children are told that "Silence is the bully's best friend". Although bullying in school is rare the school always acts swiftly with a process of investigation, communication and action. Bullying will not be tolerated.

20. Racist Incidents

Our procedures in dealing with racist incidents is set out in our Positive Behaviour Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

21. The Prevent Duty & Radicalisation

21.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Hazelwood ensures that all staff are aware (through Prevent training) of the requirements to comply with The Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015, which requires our staff to have 'a due regard to the need to prevent people from being drawn into terrorism'. Specifically:

- Understand what radicalisation is;
- Embed fundamental British values;
- Helping children develop a resilience to radicalisation by:
- Creating and maintaining an environment of equality and inclusion for all;
- Being vigilant for indicators or signs of possible radicalisation;

- Reporting concerns regarding possible radicalisation, extremism or terrorism;
- Understanding how to obtain support for people who may be exploited by radicalising influences; and
- Awareness of existence of the role of CHANNEL

21.2 The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

21.3 All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

21.4 There is no place for extremism in our school and at no point will any member of our school community impart extremist ideology of any nature.

21.5 We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated teacher/DSL. The DSL should report a concern to the Prevent Team by contacting Evelina Gibson (Prevent Education Officer) on 0208148435 or at prevent@enfield.gov.uk.

21.6 Our school curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (further information on this can be found on the school website under curriculum).

22. Specific Safeguarding Issues and Serious Child Protection Concerns: (Please also refer to Part One and Annex A – Keeping Children Safe in Education 2020) Peer on Peer Abuse, Upskirting, Sexting, Child Sexual Exploitation, Child Criminal Exploitation: County Lines, Serious Violence, Forced Marriage, Female Genital Mutilation (FGM), Domestic Abuse, Honour Based Abuse 'and now Mental Health.

- The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.
- The school works with and engages our families and communities to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Team will seek and obtain specific advice and guidance as necessary.
- The school will engage experts and uses specialist material to support the safeguarding preventative work we do and provide support for victims and perpetrators.
- Through Hazelwood's 12 values, ethos and policies, we provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Child Sexual Exploitation: (taken from 'Child Sexual Exploitation' Feb 2017- DFE)

It is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse where children are sexually exploited for money, power or status. 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 and happen online.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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 Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Serious Violence:

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Domestic Abuse:

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

‘Operation Encompass’ operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures

that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.

So-called ‘Honour Based Violence’ (HBV) now known as ‘Honour Based Abuse’ (HBA):

This encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBA are abuse.

Forced Marriage - a type of Honour Based Violence:

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used.

Female Genital Mutilation (FGM) - a type of Honour Based Abuse:

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. FGM is illegal in the UK. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. All staff receive training on how to spot the signs of FGM and how to be vigilant so that this can be prevented. The Serious Crime Act 2015 places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Peer-on-Peer Abuse:

All staff must be aware safeguarding issues can manifest themselves via peer-on-peer abuse and that children with SEN and Disabilities are more frequently abused by their peers. Staff are alerted to the fact that peer-on-peer abuse is unacceptable and will be taken seriously. Staff understand that abuse is abuse and never tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. It can have a lifelong impact and may even lead to children ending their own life.

Peer on peer abuse is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying);
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **gender based violence** (it is important to note ‘that it is more likely that girls will be victims and boys perpetrators’ KCSIE);
- **sexual violence**, such as rape, assault by penetration and sexual assault;
- **sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **sexual exploitation** (form of child sexual abuse) where children are sexually exploited for money, power or status;
- **upskirting**, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their underwear or genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under (Voyeurism Offences Act) 2019;

- **sexting** (also known as youth produced sexual imagery) this is when someone sends or receives a sexually explicit text, image or video. Pressurising someone into sending nude selfies, pictures or sharing someone's picture without their permission even if it's a friend is wrong and even illegal.
- **being touched in a sexual way** that makes you uncomfortable, being pressurised to send naked pictures or being made to sexually stimulate yourself or others is illegal.
- **Initiation ceremonies, hazing or other rituals;**
- **emotional** abuse;
- **financial** abuse.

The school will follow the procedures set out in this policy to safeguard pupils against peer on peer abuse and promote open conversations through our PHSE programme. Raising awareness with all pupils about the effects of peer on peer abuse is essential and ensuring pupils have a voice in the school to raise concerns.

Mental Health:

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE's), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection procedures and speak to the DSL or deputy.

23. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

24. Online Safety

24.1 Our Online Safety Policy is a separate document (available on our website which recognises the need to have strategies to protect children in the digital world and how to manage pupils' use of school devices whilst in school.

- 24.2 Hazelwood Schools host information sessions for parents and staff focussing on Child Exploitation and Online Protection (CEOP) at least every two years which is delivered by experts.
- 24.3 We arrange KS1, lower KS2 and Upper KS2 Online Safety assemblies at least every two years which is delivered by staff from ECP Limited.
- 24.4 In addition to this, Years 3 to 6 also receive Online Safety workshops delivered by staff from ECP Limited.
- 24.5 Please refer to the Staff Code of Conduct and the Online Safety Policy for safe use of the School's Computer System. Both policies can be found on the school's website.
- 24.6 All staff sign to agree to the rules and guidance on appropriate use of the internet and school technologies.
- 24.7 Children are encouraged to use the internet to support their learning, but at all times in a safe way. Pupils are closely monitored when they are online and the firewall provided by the London Grid for Learning ensures pupils are not exposed to inappropriate material. Websites are monitored and some are blocked.
- 24.8 If teachers know of misuse, either by a child or an adult, the issue must be reported to the Headteacher without delay.
- 24.9 Children are taught how to use the Internet safely. Children are also warned of the dangers of Cyber-Bullying. Our school website also has an online-safety Presentation which can be download to support parents.

25. Photographing and Videoing

At Hazelwood we have an agreed approach and parents are asked to write to the school if they do not give their consent to photographs and videos of their child being used in school literature and on the school website. Images used on our website will only have forenames used. Parental permission is sought before using any photographs outside the school.

26. Mobile phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to noncontact time when pupils are not present. Staff members' personal phones will remain in their bags, lockers or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

27. The Curriculum, including Educational Visits

The curriculum deals with safeguarding in a number of ways. The school has a medium term plan for the curriculum which sets out areas to be covered. Through Personal, Social and Health Education (PSHE), Relationship and Sex Education (RSE) and Philosophy For Children (P4C) a range of issues are explored and discussed. Bullying and keeping yourself safe (including online) are also addressed through the curriculum and through whole school assemblies.

In addition the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment correctly in Physical Education and Design and Technology.

At all times there has to be appropriate staffing levels and when the curriculum is taken out of school to ensure that appropriate and agreed pupil/adult ratios are maintained.

The lead adult always completes a risk assessment to identify and potential risks. These are then authorised by the Educational Visits Coordinator (EVC) a senior member of staff.

All parent helpers attend an induction meeting with the Deputy Headteacher where expectations and safeguarding is highlighted and discussed. They also complete an online DBS check.

All children and adults taking part on Educational visits will wear a hi-vis jacket with 'Hazelwood Schools - 0208 886 3216' printed on them, making them more easily visible and easily identified in the unlikely event of a child becoming lost.

Parent helpers will be asked to attend a briefing before the Educational Visit so that expectations, travel arrangements, agendas and groupings can be shared. When out on Educational Visits, a group led by a parent helper will be paired with a group led by a member of Hazelwood staff.

28. Health & Safety

28.1 At Hazelwood the health and safety of our children is of paramount importance. Parents send their children to school each day with the expectation that we provide a secure environment in which their children can flourish. Hazelwood therefore has to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place.

28.2 Our Health & Safety Policy is set out in a separate document, available from our website and reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school educational visits.

28.3 At Hazelwood Schools we will therefore establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. We will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. Our curriculum will provide opportunities for PHSE, which will support all pupils to equip them with the skills they need to, stay safe from harm and to know to whom they should turn to for help.

28.4 We conduct termly Health & Safety inspections which are monitored by the Governors. Health and Safety coordinator, the School Business Manager, along with the Site Manager undertake the inspections and a comprehensive list is completed assessing any remedial actions which need to take place. The actions are then addressed by the appropriate parties. The Governor with responsibility for Health and Safety annually attends one of the inspections. Any concerns from staff are reported to any of the above and an initial assessment takes place. After the Health & Safety inspection an action plan is developed with a time line on when any issues identified should be addressed. Staff are regularly updated on Health and Safety matters at weekly staff briefings.

28.5 There are regular fire drills so that efficient evacuation from the buildings can be practised. The Fire Alarm is regularly monitored and maintained by Tringmain. Staff are aware of procedures in the event of the panic alarm sounding i.e. lock down. Staff are aware of the procedures in the event of the need to evacuate the site as it is practised regularly.

29. Individual Health Care Plans (IHCP) & First Aid

29.1 In school, we have a designated Welfare Officer Diana Shaw. In addition to this, all staff undertake First Aid training and all Early Years Practitioners are also trained in Paediatric First Aid, ensuring there is always full time welfare support during the school day. A member of staff trained in first aid always accompanies all education visits and each group is allocated a first aid kit.

29.2 Procedures are also in place to ensure all injuries are recorded in the welfare room by the designated staff. There are a number of first aid kits situated in welfare and around the school.

29.3 Procedures in place for dealing with injuries include;

- Consulting a trained first aider
- Logging all incidents on the management system
- All head injuries are issued with a Head Note to take home
- Contacting parents or emergency services if the injury is a concern
- All children who visit the welfare room receive a wristband

29.4 In the case of a pupil needing medication during the school day parents are asked to come in and speak to our Welfare Officer who will advise them of procedures. Parents are welcome to come into school to administer correct dosages. Parents should always consult doctors before giving any form of medication. Staff do not administer medication unless it is part of their Individual Health Care Plan (IHCP) or should it be required for a short period of time as recommended by a GP.

29.5 Individual Health Care Plans (IHCP) are written collaboratively with parents, the Welfare Officer and the Assistant Head teacher for SEND/Inclusion Manager. IHCP often refer to advice given by external health professional's e.g. from GOSH etc. These IHCP should be shared with class teachers.

29.6 For matters of a personal nature staff deal with a child in the utmost sensitivity and always seek guidance from the Headteacher, Deputy or the Assistant Heads. In almost all such

situations the parents will be asked to come into school as a matter of urgency, so that they are part of the decision making process. In rare circumstances, the School Nurse may be contacted before the parent.

29.7 If a child needs to change their clothing, two members of staff will be present.

29.8 When cases of more serious contagious viruses, infections and diseases such as Chickenpox, slap cheek etc are reported to Hazelwood, the school will follow the advice of Public Health England. Texts will be sent to parents. Children with low immunes are recorded on a register and parents are made aware of such risks. These children will also have a risk assessment in place linked to their IHCP.

30. Site Security

Hazelwood provides a secure site. In order to maintain security there are rules and procedures that all staff, parents, children and visitors should adhere to:

- Gates should be closed except at the start and end of the school day and at the beginning and end of Nursery times.
- Gates are operated electronically via a video intercom and buzzer during the school day and access is only granted by Office Staff and/or Site Manager.
- Parents and pupils gain access to the building through the main school entrance only and sign in at the School Office/Reception.
- Vehicle access is restricted to contractors only. Staff are asked not to drive into school unless special permission has been given and it is out of the school day.
- All staff (including supply staff) are required to wear ID badges on a school lanyard.
- Visitors should visibly wear the visitor ID provided, which includes safeguarding information and the colour of their lanyard will determined the level of their access. Staff are encouraged to challenge visits without lanyards or with a colour that represents low level access.
- Contractors should visibly wear the ID provided and sign in, on the Contractors signing in/out sheet, taking a copy of the contractors induction pack.
- Safeguarding information is available in the school office i.e. details of Designated Safeguarding Leads within school and procedures.
- Empty classrooms must have closed windows and doors.
- Parents/carers can access After School Club via the main gate by sounding the video buzzer on our video intercom. Staff can see who they are letting on site. There is a second gate and buzzer for extra security.

31. Attendance

31.1 The school has an Attendance Policy, which is regularly reviewed and available on our website.

31.2 Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification, Hazelwood has a policy of 'same day calling' in order to ascertain each child's whereabouts, well-being and safety.

- 31.3 The 'same day calling' protocol is part of our safeguarding procedures and follows the statutory guidance for local authorities (LA) 'Children Missing Education' September 2016. As part of this guidance Hazelwood insists that parents should provide us with at least two emergency contacts for their child/ren.
- 31.4 The school works closely with the Local Education Authority Welfare Officer (EWO). If a child's attendance and punctuality causes concern, contact will initially be made with the parent, thereafter a referral may be made to the Education Welfare Officer (EWO).
- 31.5 Attendance rates are reported each term to the Local Authority and Governors. All parents receive an attendance report (colour coded to inform whether their child's attendance is good, below target or poor) at termly parents consultation evenings and the final percentage with their child's end of year annual report.
- 31.6 Positive measures and rewards are in place to encourage all pupils to have good attendance and punctuality. However, the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.
- 31.7 Children should never be allowed to leave school alone during school hours, and if collected by an adult during the school day, should be signed out in the School Office.
- 31.8 Children will only be allowed home with adults with parental responsibility or with their confirmed permission.
- 31.9 If a court order exists it is the parent's responsibility to inform the school and bring in a copy of the order and any updates to an existing order.
- 31.10 Should a child leave the premises without permission, then staff have been told to inform the leadership team/office and follow the child in order to bring them back to school. Parents and police will then be informed of the circumstances.

27. Recruitment: Appointments of Staff & Induction of Newly Appointed Staff & Work Placements

- 27.1 All staff that are appointed to work in school have a Disclosure and Barring check undertaken. This search highlights people who have a criminal record or have had previous allegations made against them.
- 27.2 If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Staffing Committee of the Governing Body. The LA is informed directly by the Disclosure and Barring Service.
- 27.3 A member of the Senior Leadership Team sits on all appointment panels where the candidates are external applicants. The Headteacher, Deputy Headteacher, Schools Business Manager, SENDCo/AHT and the Chair of Governors have undertaken training on Safer Recruitment.

27.4 New staff are inducted into Safeguarding Practices. Newly appointed staff are assigned a Mentor for the induction period. The induction process ensures all new staff are familiarised with all safeguarding procedures and policies.

27.5 All staff are required to complete the school's 'Keeping Children Safe in Education' declaration and a DBS declaration to declare any changes to their criminal record.

28. Induction of Volunteers and Parent Helpers

28.1 Volunteers, including Parent Helpers, are required to have an informal interview and induction with the Deputy Headteacher or another senior member of staff.

28.2 All regular volunteers must have DBS clearance which they are only required to finance if they are volunteering as part of a course requirement.

28.3 Parent Helpers are allowed to support an activity, such as a school visit, which does not involve the supervision of their own child/ren.

28.4 Volunteers who do not yet have clearance will under no circumstance be left alone with a child or group of children.

28.5 Mobile phones should be locked away and not used while supervising children or leading a group. Parent Helper and Volunteers should never take photographs or recording of children on Educational Visits.

28.6 We are currently writing 'HPSA Protocols' which outline information including safeguarding which relate to HPSA (Hazelwood's Parent and Staff Association) events. A member of SLT, as a minimum will attend each event in case of a safeguarding concern is raised. The school will not nominate a member of staff to be the First Aider. It will be the responsibility of the Parent community to nominate First Aiders.

29. Welcoming Visitors

The Local Authority has confirmed that visitors with a professional role, such as the School Nurse, Education Psychologist, or employees of Children Services have relevant clearance and they are asked to wear identification whilst on site. The Office will endeavour to check clearance before admittance is granted, but where there may be doubt, the visitor will be supervised and not left alone with children.

30. Equal Opportunities

30.1 The Equality Act 2010 provides protection against discrimination. The Equality Duty was created by the Equality Act 2010 and replaces the race, disability and gender equality duties. The duty came into force in April 2011 covering the following protected characteristics: age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnerships and pregnancy and maternity.

- 30.2 The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics
 - Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
 - Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- 30.3 Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, gender, gender reassignment, age, pregnancy and maternity, religion or belief and sexual orientation. See the Equality Information and Objectives which is on our website.
- 30.4 The school has a plan in place to show how we aim to foster good relations between people who share a protected characteristic and those who do not.
- 30.5 Hazelwood ensures that everyone is treated fairly at all times. All children are given equal access to the school and its curriculum and all at Hazelwood are considered equal in the learning partnership.
- 30.6 When children have special needs we make arrangements to work collaboratively with parents and design specific programmes and interventions to support children and families.
- 30.7 Children with disabilities must be able to take a full and active part in every lesson and every reasonable measure is taken to ensure this.

What to do if you are worried about the safety of a child? Report it now:

All children and young people have the right to live in safety, without emotional cruelty, neglect, violence or sexual abuse. If you are worried about a child please tell us about your concerns so that we can help.

Designated Safeguarding Lead: Tracy Kilkenny
Contact: 0208 886 3216
Email: office@hazelwood.enfield.sch.uk

You can also contact: The Multi-Agency Safeguarding Hub (MASH) Telephone 0208 379 5555 or out of office hours on 0208 379 1000

You can also report child abuse to the local authority via the government website below
<https://www.gov.uk/report-child-abuse-to-local-council>

Useful references:

Working Together to Safeguard Children July 2018	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working Together to Safeguard Children.pdf
Keeping children safe in Education Sept 2020	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping children safe in education Sep 2020.pdf
What to do if you are worried a child is being abused	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf
NSPCC Whistleblowing Advice Line	https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/ 0800 028 0285 or 0800 800 5000 or email: help@nspcc.org.uk
Child Sexual Exploitation Feb 2017	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE Guidance Core Document 13.02.2017.pdf
Disqualification by Association	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf
Information Sharing Advice- July 2018	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information sharing advice practitioners safeguarding services.pdf
Mandatory Reporting of FGM	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM Mandatory Reporting - procedural information nov16 FINAL.pdf
Support & Advise for All	www.ceop.police.co.uk www.thinkuknow.co.uk www.saferinternet.org.uk
The Education Support Partnership info	www.educationsupportpartnership.org.uk The helpline is available everyday 24 hours a day 08000 562 561. You can also text on 07909 341 229 or email support@edsupport.org.uk
Channel Duty Guidance	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel Duty Guidance April 2015.pdf
The Prevent Duty	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
Radicalisation and Social Media	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How social media is used to encourage travel to Syria and Iraq.pdf
Promoting the Fundamental British Values	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf
Criminal Exploitation of Children and Vulnerable adults: County Line Guidance	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf
Preventing Youth violence and gang involvement	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing youth violence and gang involvement v3 March2015.pdf

LOGGING A CONCERN ABOUT A PUPIL

Date of concern:	Time of concern:
Name of Child:	Class:
<p style="text-align: center;">FACTS</p> <p style="text-align: center;">Please indicate where you have interpreted what you have been told. Use direct quotes, if relevant.</p> <p><u>Who is / has been involved?</u></p> <p><u>What happened?</u></p> <p><u>Where did it take place?</u></p> <p><u>How often / how long ago?</u></p>	
<p style="text-align: center;">OPINION</p> <p style="text-align: center;">Please offer your opinion about what you have heard/seen/been told/previous concerns</p>	
<p style="text-align: center;">Safety Scale of concern: 10 = extremely concerned about safety</p> <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p>	
<p>Any action taken by you:</p>	
Name of person to who you are passing this information to:	
Your Name :	Your Job title:
Your signature:	

SLT to complete- action taken:		
Speak to Parents/Carers	Class teacher/adult to monitor:	Referral to: Date referral made:
Comments:		

Child Protection Procedures

Designated Safeguarding Leads (DSL) are:
 Tracy Kilkenny, Headteacher (DSL)
 Stella Gannon, Deputy Headteacher (Deputy DSL)

- Staff will inform the DSL (or a member of SLT in their absence) of relevant conversations or suspicions and concerns without delay.
- The 'Informing' staff member will complete a red 'Logging a Concern' form and pass it to DSL in person.
- The DSL will discuss information with the Headteacher and class teacher.
- The DSL will log all telephoned information and update the vulnerable children's list with important information.
- The DSL may be asked to put the telephoned information into writing and to keep it on file for future reference.
- Confidentiality of the child is to be respected.
- Unnecessary questioning is to be avoided as this may legally be perceived as the child's one permissible interview.



HAZELWOOD SCHOOLS



Concerns/Incident with a member of staff Form

Full name of staff member concern about:
Date of incident/concern:
The issue/incident or concern:
Any other relevant background or history including dates:
The names and roles of any employees or others who may support your concern:
Your name and role: Your contact details: Today's date:
What do you think can be done about it?
Please tick if you wish to receive feedback <input type="checkbox"/>
Please tick if you wish your name to remain confidential <input type="checkbox"/>
Headteacher's response:
Headteacher's signature and date:

Signs of abuse and neglect

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to change clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst the media often focuses on 'stranger danger', studies indicate that between 80 and 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children must be alert to these dangers when online.

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Persistently hungry
- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy

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High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse
- Domestic Violence

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctant to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Further Information

The statutory guidance for schools is set out in the following documents:

Working Together to Safeguard Children (DfE)

Keeping Children Safe in Education (DfE)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.

To book safeguarding training or consultancy visit our website at: www.safeguardingsinschools.co.uk or telephone 01223 929269