

HIGHGATE

Policy on Safeguarding and Promoting the Welfare of Children (Child Protection Policy)

- This policy has been written with regard to *Keeping Children Safe in Education* (KCSIE, September 2020), *Disqualification under The Childcare Act 2006* (July 2018), *Working Together to Safeguard Children* (WT, July 2018), *the Prevent Duty Guidance for England and Wales* (Prevent, March 2015).
- The policy has also been written with regard to the associated non-statutory advice, as detailed in the ISI Handbook (September 2020), including *What to do if you are worried a child is being abused* (March 2015), *Information Sharing* (2018), *The Prevent Duty* (June 2015) *The use of social media for online radicalisation* (July 2015) and *When to call the police*.
- **Advice and guidance to staff is contained in the School's Safeguarding Code of Conduct and in the appendices to this policy.**
- *Our policy and guidance related to COVID-19 is contained in an addendum to this safeguarding policy. It was written with regard to Non-statutory interim supplements to KCSIE: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19)*
- *This policy should be read in conjunction with the **School's** Behaviour Policy, Anti-Bullying Policy, Whistleblowing Policy, Educational Visits Policy, the Substance Abuse Education and Management Policy, the IT Acceptable Use Policies, the Curriculum Policy (including provision for the spiritual, moral, social and cultural development of pupils), the Safer Recruitment Policy and the Health and Safety (Risk Assessment) Policy. This policy fulfils the ISSRs 2014 Part 3, Paragraph 7(a) and (b)*

Contents		
Section 1	Introduction	3
Section 2	Legal Framework	3
Section 3	Procedures	4
Section 4	Responsibilities	10
Section 5	Designated Safeguarding Leads (DSLs)	11

Section 6	Supporting Children	14
Section 7	Confidentiality	14
Section 8	Supporting Staff	15
Section 9	Teaching Children How To Keep Safe	15
Section 10	Whistleblowing	16
Section 11	Physical Intervention	16
Section 12	Bullying and racist incidents	16
Section 13	Health and safety	16
Section 14	Substance Abuse and Education Management Policy	16
Section 15	Mental Health	17
<i>Appendices</i>		
Appendix 1	Definitions and signs of abuse (including further information on CSE, CCE, FGM, Missing Children, Children who need a Social Worker and Looked After Children)	18
Appendix 2	Safeguarding Code of Conduct for Staff	27
Appendix 3	Disclosures and reporting arrangements	31
Appendix 4	The Counter-Terrorism and Security Act – the Prevent Duty (June, 2015)	33
Appendix 5	Peer on Peer Abuse: guidance for staff	37
Appendix 6	Sexting in Schools and Colleges; UK Council for Child and Internet Safety (August 2016)	39
Appendix 7	Useful contact details	43
Appendix 8	Pre-Prep School: Intimate Care Policy; Policy for the Use of Mobile Phones and Cameras in the EYFS	45
Appendix 9	Guidance for School Leavers and Pupils Working at Highgate School	48

1 Introduction

The Governors, Head, and staff of Highgate fully recognise the contribution they must make to safeguarding children and promoting their welfare. All staff members, including volunteers, have a full and active part to play in considering, at all times, what is in the best interests of a child.

There is a shared responsibility to identify concerns early, provide timely help and protect pupils from harm or the risk of harm. We believe that our School should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of this Safeguarding Policy are:

- **To support each child's development in ways that will foster security, confidence and independence;**
- To raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of children in need, children at risk of harm and children who may be suffering from abuse. All staff are required to adopt the attitude that safeguarding incidents could happen here and staff should be alert to possible concerns being raised at Highgate;
- Early help: To provide a systematic means of identifying children known or thought to be in need of additional support for their personal, emotional or educational fulfilment. This may involve referrals to our own Learning Support Department, our School Well-being Department and coordination and cooperation with external agencies via a **Children's** Social Services referral or Early Help Assessment. Such vigilance and monitoring require good levels of communication between all members of staff, as between themselves and with senior management. Inaction should be challenged and concerns should always lead to appropriate help for a child in need;
- Risk of harm: To develop a structured procedure of contacting the Head, the Principals of the Pre-Prep or the Junior School or the Designated Safeguarding Leads where a child may be at risk of harm or may be suspected to be suffering abuse (including online abuse), and to foster an environment and culture where those procedures will be readily invoked. In addition, all staff are aware that anyone can and must raise concerns immediately and **directly with Children's Social Services** or the Police if there is a risk of immediate harm to a child;
- To develop and promote effective working relationships with other local safeguarding partners, especially the Police, Social Services and NHS / CAMHS;
- To ensure that all adults within our School who have access to children have been subjected to the suitability checks required by KCSIE Part 3 and Part 4 of the Independent School Standards Regulations 2014 in respect of their suitability to work with children.

2 Legal Framework

Highgate is aware of its obligation to make arrangements to safeguard and promote the welfare of pupils at the School as set out in Sections 157 and 175(2) of the Education Act

2002. The DfE guidance to which the School has regards is: *Keeping Children Safe in Education (KCSIE – September 2020)*, which incorporates *Disqualification under the Childcare Act 2006 (July 2018)* and also refers to the non-statutory guidance: ***What to do if you're worried that a child is being abused (March 2015)***. The School also has regard to: *Working Together to Safeguard Children (WT – July 2018)*. The School also has regard to: *The Prevent Duty Guidance for England and Wales (PD – March 2015)*, which is supplemented by the non-statutory guidance and a briefing note, *The Prevent Duty: Advice for Schools (June 2015)* and *The use of social media for online radicalisation (July 2015)*. We are mindful of our duty to actively promote British values and to prevent people from being drawn into radicalization and extremism.

The School's safeguarding policy also applies to the Early Years Foundation Stage (EYFS). The Principal of the Pre-Preparatory School and her Deputies have safeguarding responsibilities within the EYFS setting and will liaise with the appropriate local Safeguarding Partners and Ofsted as required. In line with national minimum standards, and consistent with the agreed local safeguarding procedures, the school has an appropriate policy on child protection and response to allegations or suspicions of abuse. The policy is known to staff, pupils (through age appropriate assemblies and PSHEE / Form lessons) and is made available to parents (and prospective parents) **on the School's website or** on request.

3 Procedures

Our child protection policies and procedures for dealing with allegations of abuse are in accordance with KCSIE and locally agreed inter-agency procedures. They are set out below.

3.1 Reporting concerns about a child

Whenever any member of staff has a concern about a child or a reason to suspect that a pupil may have suffered abuse, the DSL, or in his/her absence the relevant Deputy DSL must at once be informed.

The member of staff should:

- Make a CPOMS alert, or send an email / ring the DSL distinguishing clearly between fact, observation, allegation and opinion, noting any action taken to support and / or prevent immediate harm to the child.
- Good practice guidance for staff on managing a disclosure from a pupil, including expectations on confidentiality, is contained in Appendix 3.
- The DSL will open a secure Safeguarding file for that pupil on CPOMS.
- The DSL will then decide whether to make a formal **referral to children's social services** (and if appropriate the police), in addition to consulting with other DSLs and Pastoral staff to devise and implement a plan of action to support the pupil.

3.1.1 Child at Risk: concerns that a child is in immediate danger or is at risk of significant harm will be discussed with **children's social care services in the area of the child's residence** (and / or the police if a crime may have been committed) immediately.

Subsequent actions will follow agreed inter-agency procedures **including use of the "Common Assessment Framework" (CAF) and "Team around the Child" (TAC)** approaches.

3.1.2 Child in Need: concerns that a child may be in need of additional support will be **discussed with children's social care in the area of the child's residence**.

Should a child be in need of additional support from one or more local Safeguarding Partners, the School will keep in close touch with such agencies and assist with inter-agency assessment using local processes. The relevant DSL, or Deputy DSL, will attend any strategy meetings and will follow agreed procedures.

The School will take the advice and recommendations of the local Safeguarding Partners in the area in which the child resides, implementing and referring the appropriate services for any particular child, including referring to the relevant Local Authority / Safeguarding Partner website for any guidance on thresholds and eligibility criteria.

Referral for early help services will be made to prevent needs escalating for children with low-level needs who may require extra services to help them achieve good outcomes. This will be under constant review, and consideration given to a **referral to children's social care if the child's situation does not appear to be improving**.

3.2 Training (ISI Handbook, para 237 – 242, September 2020)

3.2.1 New staff

All new members of staff and volunteers in regulated activity are provided with a copy of KCSIE Part 1. If they work directly with children then they are also expected to read KCSIE, Annex A (September, 2020). **They are also provided with the School's Safeguarding Code of Conduct for Staff, the School's Safeguarding and Welfare policy** (incorporating the Prevent duty obligations), the Pupil Attendance policy (incorporating guidance on Children Missing Education), the Pupil Behaviour policy and the Whistleblowing policy as part of their induction into the School.

All staff working with children complete an annual compliance statement and online test to ensure that they have read and understood their statutory obligations (see 3.2.3 below). All new staff members are made aware of the identity and role of the Designated Safeguarding Leads (and Deputies) across the School.

All new staff and volunteers in regulated activity will meet with Mr G Robertson (Senior Designated Lead and Deputy Head Pastoral) or another Designated Lead from the appropriate section of the School, **to discuss the School's policy and procedures for safeguarding and child protection, the Staff Code of Conduct and the Whistleblowing policy, in addition to the School's key pastoral policies such as the Attendance, Behaviour and Anti-bullying (including IT Acceptable Use and online safety) policies.**

3.2.2 Designated teachers (Designated Safeguarding Lead)

In each section of the School we have a designated teacher (or teachers) in charge of child protection who undertake appropriate training at least every two years and fulfil the function of a *Designated Safeguarding Lead (DSL)*; see section 5. Support staff may report allegations to any DSL at School, and can also get advice at any time from Mrs Kasia Wojtkowiak or Mr Jonathan Constable who are the designated DSL for the support staff. The Lead DSL is Graeme Robertson (Deputy Head (Pastoral)). Regular updates on child protection training are also provided by the Designated Safeguarding Leads who have attended appropriate L3 training under the aegis of **Children's and Young People's Services** at the various London boroughs **from which Highgate's pupils are drawn**, or by other appropriate training providers.

3.2.3 On-going training

All staff are updated when KCSIE is revised and must acknowledge their understanding of their obligations. A record of this acknowledgement is held by the Human Resources Department. In addition, all staff are given regular safeguarding (at the appropriate Level 1 - 3) by appropriate training providers in order to develop their understanding of the signs and indicators of abuse and to know how to respond to a pupil who discloses abuse, including where such abuse may be child on child sexual violence and sexual harassment. Where staff cannot read English appropriate steps will be taken to ensure that they understand key information and procedures to safeguard pupils. A record of Safeguarding training is kept by the Human Resources and Operations Department and copies are available to the Designated Senior Leads. This training is updated in accordance with advice from our local Safeguarding Partner, Haringey LA. The table below outlines the training level requirements for staff.

Staff	Level	Frequency
DSLs; Head; Principals of Junior School and Pre-Prep; Principal Deputy Head; Deputy Head Pastoral, Community Partnerships Director; Director of Wellbeing; Heads of Sections in Senior School	L3	Every 2 years
All staff with pastoral responsibility (Senior School: Heads of Y7/Y8 and Heads of Houses; Junior and Pre-Prep School: non-DSL members of SLT)	L1/2	Every 2 years
All staff	L1	Every 3 years

3.3 Informing parents

Parents are made aware of the responsibilities of staff members with regard to child protection procedures within information provided on joining the school. A copy of this policy is also made available to parents (and prospective parents) on **the School's website and on** request and this is explained in annual communications to parents. We will always undertake to share our intention to refer a child to Social Services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the appropriate Local Authority Designated Officer. The School will always seek to hold at least two emergency contact numbers for parents, including single parents / carers, wherever possible.

3.4 Safer recruitment (ISI Handbook, Part 4, para 405 – 572, September 2020)

The School carries out all the required checks on staff in line with guidance laid down in KCSIE 2020, Part 3. **The School's Safer Recruitment Policy** gives details of the pre-employment checks undertaken by the School for the suitability of potential employees to work with children; this is also available from the Head's **Secretary in response to legitimate safeguarding-related enquiries**. **The School's HR Department** holds the list of senior staff who have completed Safer Recruitment Training, via an approved training provider. This training is refreshed at regular intervals for all those staff who may be required to contribute to the recruitment process.

3.4.1 Volunteers (ISI Handbook, para 521 - 526, September 2020)

A Designated Safeguarding **Lead and the School's Human Resources Department will follow** the guidance set out in KCSIE 2020 Part 3, para 183 - 188 in deciding whether a Disclosure and Barring Service (enhanced DBS check) and other appropriate checks should be obtained in respect of a volunteer. Unchecked volunteers will be supervised by staff whether engaged in regulated or non-regulated activity. In addition, all new volunteers are provided with a Safeguarding and Welfare briefing, prior to undertaking any activity where they will have access to pupils (e.g. accompanying school trips) which highlights their responsibilities and the policy as it relates to them. More details on these **requirements can be found in the School's Educational Visits Policy**.

3.4.2 Other staff working with Highgate pupils (ISI Handbook, para 527– 552, September 2020 and KCSIE 2020, Part 3)

The School requires appropriate checks to be made on staff employed by other organizations working on the school site and likely to have unsupervised access to children, such as agency, third party staff (KCSIE, para 174 – 175) or trainee teachers (KCSIE, para 176 – 177). Appropriate enhanced DBS and identity checks will be undertaken and visitor / identification badges issued. **The School's Educational Visits Policy** requires trip organisers to check with other organisations (e.g. residential centres, museums, D of E Scheme trainers) to verify that their employees working with our pupils have undergone satisfactory checks on their suitability to work with children. Written confirmation that appropriate checks have been undertaken by partner schools, agencies, contractors, work experience supervisors or host families will be obtained.

3.5 Allegations of suspected abuse by staff or volunteers, including supply s (ISI Handbook, para 215 – 223, September 20)

The School will follow the locally agreed procedures for managing allegations against staff, working with the appropriate Safeguarding Partners (Local Authority / Police/ NHS). These procedures are currently set out in the London Child Protection Procedures (March 2020, updated every 6 months), http://www.londoncp.co.uk/chapters/alleg_staff.html

The School will consider any allegation but also other information that suggests a staff may pose a safeguarding risk. This would include information that suggests they have behaved in a way that indicates they may not be suitable to work with children – even if this takes place outwith School but suggests a transferable risk.

A pupil, member of staff or a volunteer may make an allegation of possible abuse against a member of staff (including supply staff) or a volunteer. A pupil may make the allegation to another pupil, a parent, a member of staff or a volunteer. All staff and volunteers must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or volunteers. *If an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform, as appropriate, either the Head or, in his absence, the Principal Deputy Head or the Principal of the Junior School or the Principal of the Pre-Preparatory School.* If a pupil informs his or her parent of any such allegation the School reasonably expects that the parent will report the allegation to the School and other appropriate authorities (see Appendix 7: Useful Contact Numbers), to enable appropriate enquiries to be undertaken.

Normally, a Designated Safeguarding Lead will be nominated to immediately contact the Local Authority (LA) Lead Officer for Child Protection regarding an allegation. Such contact will certainly be within one working day (24 hours). Highgate will not undertake an investigation **prior to consultation with the LA's Lead Officer.** Discussions will be recorded in writing and communication with the individual and the parents of the child or children agreed. In cases of serious harm, or where a crime may have been committed, the Police will be informed from the outset. All considerations and investigations carried out by the School related to an allegation will eradicate any unnecessary delays.

The Head will be informed of all such allegations against staff, with the exception of an occasion where the Head is the subject of the allegation. Then the Head will not be informed and the matter will be reported to the Chair of Governors who will discuss the allegation with the Local Authority Lead Officer. It is also advised that the Designated Senior Lead should be contacted in these instances (unless he or she is the object of the allegation).

Suspension of the individual who is the subject of the allegation will not be automatic and will only be applied if there is no reasonable alternative, after consultation with the LA's Lead Officer and the Police. The reasons and justification for such a decision will be recorded by the School and the individual will be notified of the reasons. Appropriate pastoral care and a named contact will be put in place for any suspended member of staff. Allegations that are found to be malicious will be removed from personnel records and any that are unfounded or malicious will not be referred to in employer references. Pupils who are found to have made **malicious allegations will be subject to the School's Behaviour Policy and, after investigation,** sanctions may include temporary or permanent exclusion, in addition to a referral to the Police if there are grounds to believe that a criminal offence has been committed.

Where the allegation or safeguarding is against a supply teacher the Lead DSL will immediately contact both the agency concerned and the LADO. The School will continue to support any investigation that is required and the School will liaise with the agency who provided the teacher.

The Chair of Governors, Mr Bob Rothenberg, may be contacted via the email: **'chairman@highgateschool.org.uk'**.

3.6 Allegations of abuse and instances of abuse by one or more pupils against another (ISI Handbook, para 212 – 214, September 2020)

The **School's** Code of Conduct, Anti-bullying Policy (including peer on peer abuse guidance) and Behaviour Policy for pupils makes clear the expectations on pupils of acceptable behaviour towards other pupils. A bullying incident can be treated as a child protection concern when there is reasonable cause to suspect that the child is suffering or is likely to suffer significant harm.

Part 5 of KCSIE 2020 explicitly refers to peer on peer abuse (see Appendix 5, page 37), sexting (see Appendix 6, page 39), unacceptable **'banter'**, **sexual assaults between young** people, gender-based issues and the additional vulnerability of SEN/D pupils as circumstances where there may be a safeguarding concern requiring appropriate action.

An allegation of peer on peer abuse, including sexual violence or sexual harassment, should be reported to a Designated Safeguarding Lead. S/he will contact the appropriate Local **Authority Children's** Services team and seek advice in putting in place the measures necessary to safeguard the pupil; this may mean involving external agencies. In cases of serious harm, or where a crime may have been committed, the Police may be informed from the outset. (See Bullying note in Section 12)

3.7 Review (ISI Handbook, para 243 – 250, September 2020)

The Senior Designated Safeguarding Lead (Deputy Head Pastoral) reports annually to the full **Governing body in the Summer Term (and more frequently where required) on the School's** Safeguarding and Welfare policy and child protection procedures. In addition, a termly report on matters relating to safeguarding referrals and concerns, pupil conduct, bullying and mental health issues across all three schools is prepared by the Deputy Head Pastoral and reported to the Head, senior pastoral staff and the full Governing body.

The School's Safeguarding policy and procedures are also regularly reviewed by members of the Designated Safeguarding Leads Committee and updated as required.

The Strategy and Management Committee consists of: The Head, the Bursar, the Principal of the Junior School, the Principal of the Pre-Prep School, the Principal Deputy Head, the Deputy Head (Academic), **the Deputy Head (Pupils' Personal Development and Employability)** and the Deputy Head (Pastoral).

The Deputy Head Pastoral (Lead DSL) is responsible for ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay. Safeguarding and Welfare is a standing item on all major School committees and members of staff are encouraged to bring any matters of concern to the attention of the Deputy Head Pastoral

without delay. The Deputy Head Pastoral **chairs a termly meeting of the School's DSLs to discuss** matters related to safeguarding and child protection and to strengthen best practice across the School.

An annual audit **of the effectiveness of the School's safeguarding training** is carried out by an external assessor. The assessor reports directly to the Governor with particular responsibility for Safeguarding and Child Protection, Dr Saral Anand, and to the Head. The audit is then reported to the DSLs and informs safeguarding and child protection planning.

The basis for, and nature of, any significant **changes to the School's safeguarding and policy** procedures will be published to all staff, and parents or pupils as appropriate.

4 Responsibilities and Management of Safeguarding (ISI Handbook, para 231-236, September 2020)

The legal responsibility for safeguarding and promoting the welfare of children lies with the full Governing body who are responsible for policy. They undertake an annual review of the **School's policies** and procedures (in the Summer term or more frequently as required; see 3.7 above) **and consider how the School's duties have been discharged.** The Head and the staff are responsible for implementation.

Schools are required to report, via the Disclosure and Barring Service (DBS), to the Secretary of State as soon as possible any individual (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children (KCSIE, 2020, para 179 – 182). In **this context, ceasing to use a person's services** includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the DfE register of independent schools. Compromise agreements cannot apply in this connection. The School will fulfil its legal duty to respond to requests from the DBS for information it holds.

Where a teacher has been dismissed (or would have been dismissed had s/he not resigned) and the circumstances do not meet the threshold for a DBS referral but a prohibition order may be appropriate, a referral to the Teaching Regulation Agency (TRA) will be made. The reasons such a referral would be made may include unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. After consultation with the guidance: *Teacher Misconduct: the prohibition of teachers*, (October 2018) if there is still any doubt about the reason (s) to refer to the TRA, a referral will be made.

5 Designated Safeguarding Leads (ISI Handbook, para 231 – 236, September 2020, and KCSIE, September 2020, Annex B)

The Senior Designated Safeguarding Lead with responsibility for overseeing safeguarding and child protection issues for the whole School is the Deputy Head Pastoral (Mr Graeme Robertson). In addition, each section of the School has a designated member of staff (and deputies / assistants) with the status and authority within the school management structure to carry out the duties of the post of Designated Senior Lead.

Senior School

Graeme Robertson (Lead DSL)

Louise Shelley (Deputy DSL)

Rebecca Baxter / Sam Pullan (Asst. DSLs)

Junior School

Philippa Studd (DSL)

Matthew Foley (Deputy DSLs)

Pre-Prep School

Gideon Zucker (DSL)

Sally Hancock (Deputy DSL)

Kasia Wojtkowiak (Head of Compliance) and Jonathan Constable (School Marshal) have Level 3 Safeguarding training and work with Support staff on Safeguarding matters and training.

In addition, the termly DSL meeting is attended by staff representatives from the Music and Sport and Exercise (SpEx) Departments. These colleagues do not have DSL responsibilities but have been Level 3 trained and are charged with monitoring and sharing safeguarding best practice in their departments, especially among Visiting Music Teachers (VMTs) and specialist Sports coaches. These responsibilities are currently carried out by Clare Rogers (Head of Junior School SpEx) and Jonathan Murphy (Director of Music) and Natasha Creed (Music Department Manager).

All Designated Leads have appropriate child protection training but they also have training in **inter-agency working, which is updated every two years and provided by Haringey Children's and Young People's Service** or other approved trainers.

The Designated Safeguarding Leads are responsible for:

- i. Managing Referrals
 - Evaluating circumstances to differentiate between children who have suffered or are at risk of suffering serious harm and those who are in need of additional support

from one or more agencies and liaising with colleagues and external agencies accordingly to reach this judgement; See 3.1 Reporting concerns about a child.

- Adhering to the local Safeguarding Partner and School procedures with regard to referring a child if there are concerns about possible abuse;
- Liaising (as necessary) with the Lead Officer (Haringey continue to use the acronym LADO) on child protection concerns, the DBS where a person is dismissed or left due to risk or harm to a child and the Police, where a crime may have been committed;
- Liaising (as necessary) with the Local Authority Channel panel, in accordance with the obligations the *Prevent Duty (2015)*;
- 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 general pupil records. The **School's DSLs use CPOMS** software to securely record concerns and referrals. Paper files from before this date are held separately in the Deputy Head Pastoral's office;
- Ensuring that an indication of further record-keeping is marked on the pupil records **and that records are securely and confidentially maintained until the child's 25th birthday** - Please note: In June 2015 the Independent Inquiry into Child Sexual Abuse (IISCA), requested that all agencies, until further notice, retain everything of potential relevance to the inquiry i.e. all paper files and digital records and all other information however held. In addition, the School has reviewed its historic incident records to try to ensure that no line of investigation would be curtailed by the premature destruction of files or records that later become required as evidence.
- Ensuring that any pupil currently on the **School's** child protection register (held by **the appropriate DSLs and the School's Welfare and Attendance Officer**) who is absent without explanation for two days is referred to Social Services. In such a case, where the child is not at morning registration, contact is made as soon as possible to find out what explanation is given for absence. Depending on the response received, a referral will be made more urgently;
- Liaising with the Head in order to inform him / her of issues relating to safeguarding and child protection.

ii. Training

- Updating their own safeguarding training at least every two years to understand assessment processes for early help and intervention for vulnerable children and maintain a working knowledge of the conduct of child protection case conferences and reviews in order to attend and contribute effectively to these meetings as required.
- Remaining alert to the well-being and specific needs of all children, especially those with special educational needs (SEN) or disabilities.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a

social worker, are experiencing, or have experienced, with teachers and School leadership staff.

- Are able to understand the unique risks associated with online safety and are confident that the School is doing all it reasonably can to limit the risks from the **School's IT systems**. **DSLs** should have the relevant knowledge and capability to keep all children safe online while at School, and when learning remotely, especially those with SEN (See KCSIE, 2020, Annex C), including knowledge of the **School's IT Acceptable Use policies, Internet filters and monitoring systems** (Smoothwall) and other measures undertaken to educate pupils, staff and parents on safe internet and IT use. (ISI Handbook, para 262 – 264, September 2020)
- **Ensuring each member of staff has access to, and understands, the School's safeguarding and child protection procedures, especially new, part-time and volunteer staff.**

iii. Raising Awareness

- **Formally reviewing the School's Safeguarding and Child Protection** policy annually and making Governors aware of their statutory responsibilities.
- **Remedying any weaknesses or deficiencies in the School's policies or procedures** without delay, and bringing such changes to the attention of Governors, parents and pupils as appropriate.
- Encouraging all staff to adopt a culture of care, vigilance and listening to children, taking account of their wishes and feelings.
- Considering how children may be taught about safeguarding matters and responsibilities. This may be part of an assembly schedule or an appropriate PSHE programme.
- Organising the separate transfer of a copy of a child protection file for any new school or college should a child leave Highgate.
- **Promoting the School's safeguarding and child protection policy and procedures among parents, including the School's role in referrals for abuse or suspected abuse of children.**

iv. Availability

- During term-time a member of the DSL team across the School will always be available, usually in person or in exceptional circumstances by electronic contact / telephone, during School working hours for staff to discuss any safeguarding concerns.
- **The School's educational visits procedures nominate senior staff emergency contacts** for all trip leaders running school visits out of hours or during holiday periods. These senior staff may be DSLs or they will be able to contact DSLs if necessary.

- Concerns out of School hours or during holidays that may involve an immediate risk of harm to a child should be referred directly and without delay to the Local Authority or Police (see Appendix 7 – Useful Contact Details). DSLs should be informed that such contact has been made.

6 Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. In these circumstances a child may feel helpless, humiliated and blame themselves. Our School will support all pupils by:

- 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;
- Ensuring that children have access to a source of counselling, either at school or through an outside agency;
- Notifying Social Services as soon as there is a significant concern, after discussion with **Haringey Children's and Young People's** Service or the appropriate LA for the pupil concerned.
- Providing continuing support to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover **to the pupil's new** school.
- Gaining assurance that the employees of any other organization supervising pupils on a different site have undergone the necessary checks.

7 Confidentiality (ISI Handbook, para 209, September 2020)

Highgate recognises that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The Head or relevant Designated Safeguarding Lead **will disclose any information about a pupil to other members of staff only on a 'need to know'** basis. All staff must be aware that they have a professional responsibility to share information with other agencies, through the defined school channels or otherwise, in order to safeguard children. All staff must be aware that they cannot guarantee confidentiality to a child when listening to any disclosure since an issue may need to be referred on. The School's **Director of Well-being, the School's** Counsellors, **the School's Chaplain and the School's Nurses**, in providing such counselling services as are available within the School, are not in a position to guarantee confidentiality surrounding allegations of abuse made and will not do so.

There are also restrictions on the reporting and publishing of allegations against teachers and the School will make every effort to maintain confidentiality and guard against unwanted publicity for the individual concerned. These restrictions apply to the point where the accused person is charged with an offence or if the DfE / TRA publish information about an investigation or decision in a disciplinary case.

8 Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears 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 Designated Safeguarding Leads and to seek further support as appropriate.

9 Teaching Children How To Keep Safe: Reducing Risks and Building Resilience (ISI Handbook, para 252 - 253, September 2020)

We recognise that the School plays a significant part in the prevention of harm to our pupils by teaching pupils about safeguarding and providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Have regard that appropriate child protection checks and procedures apply to any staff employed by another organisation **and working with the School's pupils on another site (see the School's Educational Visits Policy)**.
- Establish and maintain an ethos where children feel secure, 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, highlighting the role of the School Nurses, School Chaplain, School Counsellors and Pupil Welfare Officers in particular, in this regard;
- Ensure that the children in the Senior School are aware that there are School Prefects to whom they can turn, as an alternative to an adult;
- Promote the good use of mentoring by peers and nominated buddies for pupils new to the School in the house and form system
- Include in the curriculum, assembly schedule and PSHE programme opportunities and activities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Use our E-learning programme and IT Acceptable Use policies to promote the safe use of electronic equipment and the internet, so that (at an age appropriate level) pupils have a better understanding of the risks posed by adults or young people who use the internet to bully, groom, abuse or radicalise other people.
- Be mindful of up to date resources to support internet safety, such as presentations to parents and pupils by Childnet International and other resources such as: *The Use of Social Media for on-line radicalisation (DfE, July 2015)*, www.saferinternet.org.uk, and CEOP: www.thinkuknow.co.uk, *Teaching Online Safety In Schools (DfE, June 2019)*
- Ensure we provide the mandatory Relationships Education, Relationships and Sex Education and Health Education introduced in September 2020.

Links with other policies:

10 Whistleblowing (ISI Handbook, para 225 – 226, September 2020)

Highgate promotes a culture of vigilance, safety and care within the community of staff, pupils and parents. Raising concerns, however small, is actively encouraged and the Whistleblowing policy exists to further reassure staff and to set out clear procedures for reporting and handling concerns, including instances of poor or unsafe practice, failures in the Safeguarding arrangements and provision for mediation and dispute resolution where necessary. All concerns will be treated seriously, reflected upon and dealt with appropriately. Reminders about the Whistleblowing policy and its function are made to staff in regular meetings and INSET activities.

11 Physical Intervention

Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person or the pupil injuring him or herself. Staff should refer to the policy on physical restraint. We understand that evidence of physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. Detailed guidance is provided in Appendix 3 of the **School's Behaviour Policy**.

12 Bullying, racist and online incidents

Staff should understand that, in dealing with allegations or incidents of bullying, peer on peer abuse, sexual violence or harassment or online conduct that involves direct abuse (or may be used to facilitate offline abuse) it may be necessary to invoke safeguarding procedures. Further guidance on such incidents, thresholds for reporting to external Safeguarding Partners and the procedures to follow are provided in the Safeguarding and Anti-Bullying Policies.

13 Health & Safety

Our Health & Safety policy, set out in a separate document, 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 trips and visits.

14 Substance Abuse Education and Management Policy

Our Substance Abuse Education and Management Policy sets out how, in promoting the welfare of pupils, the School actively discourages the use of illegal drugs and harmful substances. Where concerns or suspicions **surrounding a pupil's substance abuse** nevertheless exist, the School will, in conjunction with parents, take steps and measures to safeguard the pupil.

15 Mental Health (ISI Handbook, para 210 – 211, September 2020)

There is an increasing recognition of the importance in promoting good mental health. KCSIE says that one of the purposes of the safeguarding guidance is: preventing impairment of **children's mental and physical health or development**.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to diagnose mental health problems; however, staff are well placed to observe children day-to-day and identify behaviours that suggest children may be experiencing a mental health problem or may be at risk of developing one. Adverse childhood experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, then immediate action should be taken following this policy. All staff should be aware of how to escalate concerns and refer on. Please refer to the Wellbeing Policy for more detail.

Appendix 1: Definitions and signs of abuse (ISI Handbook, para 203, September 2020)

The NSPCC website regularly updates its information on child abuse and is a useful resource for all staff in raising awareness of potential indicators of a child protection concern:

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

Staff at Highgate are provided with a definition of abuse and descriptions signs and forms of abuse and neglect during their induction and ongoing training, as detailed by KCSIE (September 2020), as follows:

KCSIE guidance on Types of Abuse and Neglect (Part 1, para 19 – 40 and Annex A): All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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 another child or children.

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.

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 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.

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.

Child Sexual Exploitation (DfE, February 2017) defines CSE as 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'.

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 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.

Peer on Peer Abuse: All staff should be aware that Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to: bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, sexting (youth produced sexual imagery), up-skirting, and initiation / hazing rituals.

Signs of Physical Abuse

Physical Indicators:

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument (belt buckle, electric cord) on an infant in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stocking" or "glove" marks on hands and feet; "doughnut shaped" on buttocks or genital area.
- Rope burns.
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

Behavioural Indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

Signs of Sexual Abuse

Physical Indicators:

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats, yeast or urinary infections.
- Complaints about pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

Behavioural Indicators:

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Inappropriate sexualised behaviours
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.

Signs of Emotional Abuse

Physical Indicators:

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills.
- Weight or height level substantially below norm. .
- Nervous disorders (rashes, hives, facial tics, stomach aches).

Behavioural Indicators:

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behavioural extremes, such as overly compliant-demanding; withdrawn-aggressive; listless-excitabile.

Signs of Neglect

Physical Indicators:

- Poor hygiene, including lice, scabies, bedsores, body odour.
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunizations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.

Behavioural Indicators:

- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Assuming adult responsibilities.
- Reporting no carer at home

Child Sexual Exploitation (CSE, DfE, February 2017)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be at greater risk of child sexual exploitation. (Child sexual exploitation can also take place without any of these factors being present).

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

CSE (Feb 2017) states that child sexual exploitation is never **the victim's fault, even if there is** some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Further information and potential indicators of CSE can also be found in KCSIE (September 2020, Annex A).

Further Information on Child Criminal Exploitation (CCE) (KCSIE 2020)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity.

Some of the following are indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

Further information and potential indicators of CCE can also be found in KCSIE (September 2020, Annex A).

Further Information on Female Genital Mutilation (FGM) (ISI Handbook, para 203 & 206, September 2020 and KCSIE, September 2020, Annex A)

The School acknowledges that it is a mandatory duty (Section 5B of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015) for teachers, along with social workers and healthcare professionals, to report to the Police where they discover that FGM appears to have been carried out on a girl under 18.

The Highgate Local Neighbourhood Police Team can be contacted by telephone: 0208 721 2673

Alternatively, the Metropolitan Police Service (MPS) may be contacted by telephone 101 (for non-emergencies) or 999 (if there is an immediate risk of harm).

Project Azure is the MPS response to female genital mutilation: Tel - 0800 028 3550, projectazure@met.police.uk

It is essential that all staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

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

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

It is carried out in the belief that:

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

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

Circumstances and occurrences that may point to FGM happening:

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

Signs that may indicate a child has undergone FGM:

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

- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

In July 2020, HM Government released *Multi-agency statutory guidance on female genital mutilation* which included the following:

It noted that an effective local response to FGM should be underpinned by two key principles:

- **safeguarding is everyone's responsibility**: each professional and organisation should play their part; and

- **a victim-centred approach** should be taken: based on a clear understanding of the needs and views of girls and women affected by FGM.

It outlined the roles and responsibilities of organisations including schools:

- **their organisation has a lead person whose role includes responsibility for FGM (this will often be the designated safeguarding lead)**. This person should have relevant experience, expertise and knowledge. Their role should include ensuring that cases of FGM are handled, monitored and recorded properly;

- **there is a member of the organisation who has undertaken additional training and can be approached to discuss and direct difficult cases (this may be the 'lead person' mentioned above)**;

- **their staff understand their role in protecting those who have undergone or are at risk of abuse, including FGM**;

- **their staff know to whom they should refer cases within their organisation and when to refer cases to other agencies**;

- **their staff understand the importance of timely information sharing both internally and with other agencies**;

It also noted that organisations should have the following policies and procedures:

- **there are policies and procedures in place to protect those who have undergone or are at risk of FGM**. The policies and procedures should be in line with existing statutory and non-statutory guidance on safeguarding children and vulnerable adults. These policies and procedures must reflect multi-agency working arrangements; and

- **policies and procedures are kept under review and updated to reflect structural, departmental, legal and other relevant changes**.

Further Information on Children who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. This fact should be shared by social work and DSLs should consider this as a matter of routine when planning how to support pupils and to inform decisions about safeguarding and promoting welfare.

Further Information on Looked After Children Education (ISI Handbook, 254 – 255, September 2020)

- The Head will appoint a designated teacher to promote the educational achievement of a child who is looked after should one (or more) join the School. The School will ensure that this designated teacher has the appropriate training and support required, in **addition to information related to the child’s legal status, contact details with birth parents or those with parental responsibility, care arrangements and the delegated authority to the carers, and the child’s social worker and virtual school head from the local authority that looks after the child.**
- **In accordance with “Guidance about the designated teacher for looked after children” (DCSF, 2009)** the designated teacher will: promote a culture of high expectations and aspirations for how looked after children learn, make sure the young person has a voice in setting learning targets, be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning, make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home and will have lead responsibility for the development and implementation of the **child’s personal education plan (PEP)** within the School.

Further Information on Children Missing Education (ISI Handbook, para 207 and 354 – 364, September 2020)

- A child going missing from an educational setting, particularly on repeat occasions, is a potential indicator of abuse and neglect. **In accordance with the School’s Attendance policy,** the School will contact the appropriate LA if any concerns arise regarding the repeated, prolonged or unexplained absence of a child in order to help identify any potential risk of abuse, including sexual abuse or exploitation and help prevent the risks of the child going missing in the future.
- The School will agree with the relevant LA the regular interval that the School will inform the LA of any pupil who fails to attend School regularly, or has been absent without the **School’s permission for a continuous period of 10 days or more.**
- The School will jointly work with the LA (or Education Welfare Services) when making reasonable enquiries where a pupil is absent for 10 days following on from a period of legitimate absence or is absent for 20 consecutive days where the absence is unauthorised.
- Whenever a child of compulsory school age leaves the School before completing the **School’s final year, or joins after the start of the first year, the School has certain legal responsibilities to inform the LA in the area of the child’s residence.**

- For more details of the procedures for dealing with missing children, staff are directed to **the School's Attendance Policy and** the London Safeguarding Children Board procedures, which may be viewed (and downloaded) at the London SCB website (www.londonscb.gov.uk). Part A Core Procedures, Section 1.3, *Definitions of Abuse and Neglect*: www.londoncp.co.uk

Appendix 2: Safeguarding Code of Conduct for Staff (ISI Handbook, para 224, September 2020)

Legal Requirements: KCSIE (Sep 2020) requires all staff members to be aware of the systems **within Highgate which support the safeguarding of children. These include: the School's Safeguarding and Welfare (Child Protection) policy, the identity of the School's Designated Safeguarding Lead (DSL) and his / her Deputies and a Code of Conduct for staff.**

Purpose of the Code of Conduct for Staff: All members of staff have a role to play in safeguarding children. The Code of Conduct draws together guidance to staff about behaviour and actions required so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. It should be read in conjunction with the **School's policies on Behaviour and Safeguarding** and its Disciplinary Procedures.

General Principles:

The School has a responsibility to provide a safe environment in which children can learn; members of staff should always act in the interests of the welfare of each individual child. To assist them in so doing, members of staff need:

- **specifically to be trained in children's safeguarding, to read and adhere to relevant documentation (which includes the School's Safeguarding and Welfare policy, Part 1 and Annex A of KCSIE and this Code of Conduct);**
- **and generally to be aware of their responsibility to raise with and report concerns about any child to the School's DSL or to Social Services**
- **seek advice from the School's DSL about matters affecting, or with the potential to affect, children's welfare and safety.**

While the School will take responsibility for providing training and auditing its effectiveness, members of staff have a responsibility for maintaining their understanding of safeguarding and welfare best practice. In particular, they are advised to adopt an **'it could happen here'** attitude, and to remember that *anyone* (not only those with designated responsibilities) can, and may have to, make a referral to Social Services. Parental consent is not required for a referral to be made.

A useful summary of the role and responsibilities of all staff is provided by the Haringey Safeguarding Priorities: <https://haringeyscp.org.uk/p/professionals/key-messages-for-practice>

Routine considerations:

In order that staff do not place themselves or pupils at risk of harm or of allegations of harm to a pupil, members of staff must:

- Conduct themselves with pupils mindful of their teacher-pupil relationship and their legal position of trust, avoiding any sense of inappropriate informality, friendship with a peer or of favouritism. This includes those former pupils in Year 14, thus reducing the risk of a perception that anything in breach of the Code of Conduct may have had its origins in the period when the pupil was still in School
- Dealing with pupil infatuation - if a staff member is concerned about the attachment a pupil has towards them, they should speak to a DSL for support immediately
- Staff are expected to model good behaviour (for example in relation to their appearance, in terms of addressing pupils appropriately and when ensuring they discuss drugs and alcohol in an appropriate manner)
- Thus, staff should avoid situations where they are on their own with a pupil and, in such situations, plan ahead, and signal the arrangement to a line-manager. Measures will include: ensuring that there is easy sight into the classroom (no closed doors / door windows); having another member of staff or support staff in the vicinity. Where this is not practicable alternative arrangements should be considered and, if necessary, discussed and agreed with the DSL and line-managers
- Avoid last-minute or informal arrangements for one-to-one tuition or coaching
- Not give lifts in cars (or any private vehicle) to pupils, particularly one-to-one, other than in an emergency when a senior member of staff and / or the DSL should be informed of the circumstances as soon as is practicable
- Ensure any out-of-school contact with pupils adheres to School policy, is necessary, and **is 'open' (e.g. emails are copied into relevant line-managers); 'phone or text messages** have to be authorised in the framework of risk-assessed educational visits and need to have the formal consent of parents
- Seek immediate advice from your line-manager and a **DSL if a pupil's interaction with you** (in any form) seems inappropriate, out of the ordinary or makes you feel uncomfortable
- Visiting Music Teachers, Learning Support Teachers, School Nurses, Mallinson Sports Centre staff, SpEx Department teachers and coaches have particular safeguarding vulnerabilities and requirements based on the nature of their roles. Line Managers and DSLs are mindful of the additional risks associated with these roles and provide induction advice and on-going monitoring and support as appropriate.

Specific advice relating to mobile phones, digital communication and social media:

- **Pupils' mobile telephone numbers** and text messages must not be used without the **express, written permission of the pupils' parents and only** in exceptional circumstances (usually related directly to the safety and well-being of the child) with the prior approval of a line manager and a DSL.
- Mobile numbers of pupils must not be stored on a personal mobile and pupils should **not have access to teachers' personal mobile numbers**; (Heads of House and other **pastoral leaders may keep confidential paper copies of pupils' telephone numbers, with the prior approval of the DSL, for exceptional pastoral circumstances**).
- If necessary, e.g. in the context of a planned, risk-assessed educational visit, it is best practice to use a school-issued mobile to make contact with a pupil (e.g. on a trip or school outing) and to collect and use pupil telephone numbers only for use in an

emergency. (Alternative strategies may be possible, eg asking other pupils to make contact using their mobile phones).

Digital communication:

- Transparency, openness and appropriate professional purpose must underpin all academic and pastoral interaction with pupils via electronic and digital means.
- **The School's digital learning platforms** (HERO / JUNO) should be the default forum for digital communication on academic matters between staff and pupils.
- Only School email addresses (@highgateschool.org.uk) should be used to give and receive appropriate messages between staff and pupils, and the system is readily available to scrutiny if necessary.
- It is good practice to keep email contact brief, formal and professional. If the e-communication with a pupil necessitates a more substantial response then consider more appropriate alternatives or copy in a line-manager (e.g. HoD or Head of House) to the exchange.

Facebook and other Social Networking Sites:

- Highgate staff must consider carefully the public nature of such sites and decide if it is appropriate to join.
- Be aware of the information about you that may be available on the web and social network sites and that may be open to parents, pupils and colleagues. If you have any concerns that anything exists that could compromise your professional reputation, or undermine the reputation of the School, inform your line-manager or the DSL without delay.
- Contact between staff and current pupils on Facebook and other social network sites is prohibited. Never allow an existing pupil to join your circle of **"Friends"**.
- **It is not acceptable for any member of staff to be Facebook "friends", or linked via any other social networking site, with a current or former pupil under the age of eighteen.** In addition, the School continues to regard Year 14 pupils (Year 13 leavers) as pupils until 12 months after they begin their career at another institution. Even at this point, **staff must consider carefully the extended network of "Friends" of former pupils that may include siblings and parents still within the School.**
- Training and advice on privacy settings on social networking sites and their safe use **can be obtained from the School's IT Helpdesk personnel or the Director of E-Learning**
- Members of staff should report any unwanted contact/ emails/ messages from pupils to a line-manager and the DSL immediately. Do not engage with any inappropriate digital contact from pupils.

Photography / Video recording / Audio recording:

- Any record taken of a pupil must be for legitimate educational reasons. The validity and necessity of such recording must be transparent, obvious and approved in advance by a line-manager or the DSL
- Pupil consent must always be obtained; recordings must never be clandestine

- Care must be taken if recording images of pupils in clothing other than normal school dress, e.g. sports kit or costume drama. It is never acceptable to record images where pupils may not be fully dressed, e.g. backstage in drama productions or changing rooms or sports venues
- It is best practice to use designated School IT equipment to make or show recordings (or any other relevant material for educational purposes). Staff must not use their own personal IT equipment to record or show such images.
- Any temporarily stored recordings must be held on a School issued computer. They must not be held on a personal computer or equivalent IT device. Copies must not be made nor distributed or shared
- Specific guidance on these issues for Pre-Prep pupils, in accordance with EYFS requirements, exists as a separate Pre-Prep School policy and is also included in the **School's Safeguarding and Welfare policy** (Appendix 8)

Whistleblowing:

Highgate promotes a culture of vigilance, safety and care within the community of staff, pupils and parents. Raising concerns, however small, is actively encouraged and the Whistleblowing Policy exists to further reassure staff and to set out clear procedures for reporting and handling concerns, including instances of poor or unsafe practice, failures in the Safeguarding arrangements and provision for mediation and dispute resolution where necessary. All concerns will be treated seriously, reflected upon and dealt with appropriately. Reminders about the Whistleblowing policy and its function are made to staff in regular meetings and INSET activities.

Addendum: Former Pupils (OCs) who may have recently graduated from School are employed by the School in various roles: e.g. Capital Projects Assistants, Junior School Professional Assistants and Chrysalis Scheme Fellows.

Separate guidance exists for these employees and will form part of their recruitment, induction and professional support programmes. The guidance should also be read and understood by all other staff. (See Appendix 9)

If any member of staff has any concerns about the interaction of these employees with other members of staff or current pupils then they are encouraged to contact their line manager or a DSL without delay.

Appendix 3: Disclosures and reporting arrangements (ISI Handbook, para 197 – 209, September 2020)

In the event of a pupil discussing an allegation of abuse with a member of staff, it is important:

- not to promise absolute confidentiality in order to elicit disclosure or further disclosure. The pupil should be advised that the chosen member of staff will listen carefully; will **take any complaint seriously; will have the pupil's welfare uppermost in mind and may need** – in that context and using the proper channels - to discuss any disclosure or allegations made by the pupil with other professionals
- not to ask leading questions if possible. Allow the pupil to speak freely, and clarify rather than lead. Clearly, the age of the child and his or her ability to relay events cogently will be relevant in assessing what should be asked and how it should be asked
- not to require the pupil to repeat distressing details, allowing for the fact that disclosures of abuse are of their nature distressing
- to write down as accurately as possible the details of the disclosure at the time (including questions asked and answers given, if possible) or immediately afterwards, if it is not practicable to do so contemporaneously

In the event of a member of staff needing to report a disclosure or a suspicion of abuse, the Head (or the Principal of the Pre-Preparatory or Junior Schools) should be informed immediately or, in his absence, the Principal Deputy Head. A Designated Safeguarding Lead should also be informed.

It is important that any member of staff should feel able to bring any suspicions about any person (whether suspicions about another member of staff, for example, or a parent of a pupil) to the Head, Deputy Head or Principals of the Junior and/or Pre-Preparatory School. The well-being of the child must always **take priority**. **The School's Whistle-Blowing** policy should offer additional reassurances to staff.

Highgate underlines the importance of staff being able to voice concerns about any **child's welfare and an "open door" policy is encouraged in this important** respect by the Head, the Principal of the Junior School, and the Principal of the Pre-Preparatory School. Staff will be encouraged and supported in fulfilling their professional responsibility for the safeguarding of children.

The Head (or the Principal of the Pre-Preparatory or Junior Schools or the Principal Deputy Head) will take notes of the disclosure or suspicion and, having ascertained the facts of the allegation (if known), will consult the relevant LADO (Local Authority Designated Officer – the acronym still used by Haringey LA) immediately or as soon as is practicable and certainly within one working day. He will not conduct an investigation until the LADO has advised whether a formal referral is necessary.

In the event of an allegation being made against a member of staff, both the Head and the **LADO will have regard to the child's safety and to the potential for damage to the reputation**

and career of the member of staff where the allegation proves false. In this context, it is imperative that all teachers understand the need for discretion and tact: gossip can inflame difficult and sensitive situations. Where a teacher is suspended pending an investigation, it must be understood that such a suspension is a neutral act, does not suppose guilt on the part of the suspended teacher. Suspension is not the default position and, in discussion with the LADO, all reasonable options to avoid suspension will be considered prior to taking that step.

Contact details for Haringey LA Children's Services and Safeguarding Referral Team are provided in Appendix 7 and on the aide-memoire (a useful wallet-sized fold-out card summarizing key information on policy and procedures in respect of Child Protection is also available to all staff); staff need to remember that, while Highgate lies in Haringey, it may be necessary to report to another LA, depending on the nature of the disclosure and the location **of the child's** home.

Appendix 4: The Counter-Terrorism and Security Act – The Prevent Duty, June 2015 (ISI Handbook, para 201, September 2020)

Highgate's safeguarding policy includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

Definition:

Radicalisation refers to the process by which a young person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalization of young people.

Potential Indicators:

- Vulnerability – Identity crisis, personal crisis, personal circumstances, unmet aspirations, criminality.
- Access to extremism: Association with individuals or groups known to be involved in extremism, accessing the internet to contact groups associated with extremism or material promoting extremism, contact with extremist organisations or training, involvement in distributing extremist material, involvement in demonstrations or fund-raising for extremist causes, evidence of sympathy with extremist groups and / or views.
- Experiences, Behaviours and Influences: Peer, social, family or faith group rejection? Evidence of extremist ideological, political or religious influence on the child? Personal and emotional impact on the child of international events in areas of conflict or civil **unrest leading to the development of extremist views? Significant shifts in the child's** conduct to suggest new social influences? Conflict with family or school over beliefs, lifestyle, dress choices? Evidence of support (verbal or written) for terrorist acts or extremist groups / views? Has the child witnessed, or been the victim of, racial or religious hate crime or sectarianism?
- Travel: Is there a pattern of travel within / outside the UK for the purposes of extremist activity? Has the child travelled for extended periods of time to locations associated with extremist activity? Has the child ever sought to disguise their true identity?
- Social Factors: Experience of poverty, disadvantage, discrimination or social exclusion? Lack of meaningful employment or engagement appropriate to their skills? A lack of affinity with others or social exclusion from their peer groups? Learning difficulties or mental health needs? A simplistic or flawed understanding of religion or politics? Involvement with crime? A foreign national, refugee or awaiting a decision on their

immigration status? Insecure, conflicted or absent family relationships? A significant adult in the **child's life who has extremist views or sympathies?**

Statutory Prevent Duty Obligations:

Highgate acknowledges that, under the Prevent Duty (June 2015) the School has a duty:

- To continually assess the risk of our pupils being radicalised or drawn into terrorism.
- To build our obligations under the Prevent duty into our existing local safeguarding partnerships, policy and processes.
- To raise the awareness of staff, through appropriate training, so that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- To ensure that our school IT systems are safe and protected from terrorist or extremist material through appropriate filtering and monitoring systems. Pupils will also be taught about online safety more generally.

Prevent Duty Referral Process:

Where a member of staff at Highgate has concerns that a young person might be considering extremist ideologies and / or may be radicalised or would benefit from specialist support to challenge extremist ideologies contact with the **School's** DSLs should be made without delay.

The DSLs and Senior Pastoral staff will discuss these concerns and will consider seeking external advice and guidance where necessary and appropriate. They will refer young people on to **Haringey's Channel Panel under the** local Prevent Duty strategy.

Concerns about a child, young person, or a family will result in a referral to the SPA (Single Point of Access)/MASH Team (Haringey), they will assess their needs in terms of safeguarding and liaise with the Prevent Coordinator regarding any extremism related concerns. Contact details below:

- 020 8489 4470 during office hours, or 020 8489 0000 out of hours (including weekends)

If the concerns are about an adult then a referral will be made to the Haringey Prevent Coordinator, who will assess their needs in terms of any extremism related concerns and liaise with relevant services, such as adult social care regarding any safeguarding issues. Contact details below:

- 020 8489 3884 or 020 8489 1280 (office hours only)
Email: prevent@haringey.gov.uk

Prevent referrals will be submitted according to the guidance offered by Haringey, and other local authorities, and Highgate will contribute to multi-agency Channel panels as necessary to offer the most appropriate support to the pupil and / or family.

Prevent course produced by the Home Office has also been undertaken by all teaching staff. Prevent Duty reminders for staff are repeated annually during Safeguarding Policy Induction and INSET and at regular staff briefings throughout the year.

Please note that the useful numbers and contact details set out below are not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, **in which case the School's normal emergency procedures should be followed.**

Prevent Duty Monitoring and Review:

Our response to the Prevent duty, the training of staff and the monitoring of pupils will be overseen by the Senior Designated Safeguarding Lead and will be formally reviewed on an **annual basis by the Designated Safeguarding Leads' Committee.**

Monitoring and review will include:

- Leadership and training at Senior Management and Governance level on fulfilling our Prevent obligations
- A commitment to working in partnership with other agencies
- Providing appropriate training for staff, including the risk of radicalisation within our Safeguarding policy and procedures
- Embedding opportunities within the curriculum and co-curricular activities to actively promote British values and to develop the critical thinking of pupils
- Continuing to promote e-safety among the pupil body
- Implementing protocols to log visiting speakers to the School, checking their suitability and monitoring the content of such presentations.

Useful Information and Contact Numbers:

Please note that the useful numbers and contact details set out below are not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case dialling **999** or **invoking the School's normal emergency procedures should be the immediate course of action.**

Staff can contact the local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gov.uk. The helpline is not intended for use

in emergency situations, such as a child being at immediate risk of harm or a security incident, **in which case the School's normal emergency procedures should be followed.**

The UK Anti-Terrorist hotline: 0800 789 321 / Crime Stoppers: 0800 555 111
www.gov.uk/report-terrorism or www.gov.uk/report-suspicious-activity-to-mi5

Online Channel Awareness Course for Staff:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Online Prevent Awareness Course for Staff (Ongoing via Induction and Staff INSET):
<https://www.elearning.prevent.homeoffice.gov.uk/>

Appendix 5: Peer on Peer abuse (KCSIE 2019, Part 5) (ISI Handbook, para 213, September 2020)

The appropriate School policies (Safeguarding, Anti-bullying and Pupil Behaviour) require all staff to recognise that children are capable of abusing their peers and that this could, in certain circumstances, be regarded as a safeguarding issue. Full details are set out in the **School's** Anti-bullying policy, Appendix 1.

Regular training and policy updates are provided to ensure that all staff are clear about **the School's** policy and procedures with regard to preventing, recognising and reporting peer on peer abuse.

All staff are expected to understand:

- **The School's policies and** procedures to minimise the risk of peer on peer abuse;
- How allegations of peer on peer abuse will be recorded, investigated and dealt with;
- How alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- That the School regards abuse as abuse among peers and will never tolerate it or pass it **off as "banter", "just having a laugh" or "part of growing up"**;
- That the School is aware of the statistically significant gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse, regardless of gender, is unacceptable and will be taken seriously; and
- The different forms peer on peer abuse can take, such as:
 - Bullying (including cyberbullying)
 - Sexual violence and sexual harassment. **The School's Anti-bullying policy** (Appendix 1) sets out how the School will respond to reports of sexual violence and sexual harassment (having regard to the DfE advice *Sexual Violence and Sexual Harassment between Children in Schools and Colleges*, May 2018);
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - Sexting (also known as youth produced sexual imagery): See Appendix 6
 - Up-skirting – **which typically involves taking a picture under a person's clothing** without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence (KCSIE, 2020, para 29)
 - Initiation/hazing type violence and rituals.

For further information please refer to the relevant London Child Procedures at
https://www.londoncp.co.uk/chapters/ch_harm_others.html?zoom_highlight=children+harming+others

Appendix 6: Sexting in Schools and Colleges; UK Council for Child and Internet Safety (August 2016); guidance for staff

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s.

The UKCCIS guidance is non-statutory, but should be read alongside KCSIE and it should be followed unless there's a good reason not to do so.

There is no clear definition of 'sexting'. The UKCCIS guidance talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by the guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18 shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by the guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s (This is child sexual abuse and must always be reported to police).

Response to incidents of youth produced sexual imagery

The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved.' (*Sexting in schools and colleges: responding to incidents* and safeguarding young people, p. 8)

The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if **you're** under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and

- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."

Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

Crime recording:

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

Handling incidents:

- Refer to the designated safeguarding lead (DSL)
- DSL meets with the young people involved
- Do not view the image unless it is unavoidable
- **Discuss with parents, unless there is an issue where that's not possible**
- If there is any concern the young person is at risk of harm, contact social care or the police

Always refer to the police or social care if incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g. SEN]
- images show atypical sexual behaviour **for the child's developmental stage**
- violent acts are depicted

- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Once a DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt within school, a further review should be held to assess risks.

Assessing the risks once the images have been shared:

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

Viewing images:

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or **share the image (it's illegal)**.
- View with another member of staff present.
- Record the fact that the images were videoed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images. It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated. Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Summary:

- **Not “sexting” but “youth-produced sexual imagery.”**
- Although illegal, police involvement is not always necessary
- Images can be deleted and the incident managed in school
- A risk-based approach, prioritizing safeguarding but also taking into account potential disciplinary considerations, will inform the actions of DSLs and Pastoral staff (see below)
- The safeguarding policy reflects the UKCCIS and relevant safeguarding guidance and pastoral staff are aware of it.

The School's Approach to Youth Produced Sexual Imagery ('Sexting'):

The School endeavours to balance evidence of behaviour that suggests a matter is a safeguarding/pastoral one as opposed to a disciplinary (and possibly criminal) one.

Whilst the facts of each case will be considered on its own merits, incidents that involve self-generated images or images obtained by consent or consensually shared between two pupils of a similar age in a relationship, without any aggravating features, are likely to require pastoral intervention including re-educating the pupils involved on the risks of exchanging imagery and that once an image has been shared, its use is out of control.

Incidents that involve harassment, bullying, distress, exploitation, intimidation and intention to upset, cause distress or humiliate will result in a disciplinary response, in addition to appropriate safeguarding intervention. This is likely to include consideration of temporary or permanent exclusion from School.

As noted by the UKCCIS guidance, careful consideration will be given in all cases as to the need to engage the Police. Advice received from the appropriate LA Safeguarding team will be taken into account but those incidents that fall within the strand of pastoral intervention are less likely to require such reporting, particularly if no aggravating features are involved.

Appendix 7: Useful Contact Details

- Highgate - Designated Safeguarding Leads:

Highgate School Lead DSL and Senior School DSL
Mr Graeme Robertson, Deputy Head Pastoral
Tel: 020 8347 4440

Senior School Deputy DSL
Miss Louise Shelley, Deputy Head (Pupils' Personal Development and Employability)
Tel: 020 8347 3574

Senior School Assistant DSLs
Ms Rebecca Baxter (Head of Middle School)
Tel: 0208 347 2127
&
Mr Sam Pullan (Head of Lower School)
Tel: 0208 347 2190

Junior School DSL
Ms Philippa Studd (Asst. Principal)
Tel: 020 8340 9193

Junior School Deputy DSL
Mr Matthew Foley (Deputy Principal)
Tel: 020 8342 7275

Pre-Prep School DSL
Mr Gideon Zucker, Deputy Principal
Tel: 020 8347 4413
Pre-Prep School Deputy DSL

Sally Hancock, Deputy Principal
Tel: 020 8347 4419

- Haringey Safeguarding Children Partnership

Haringey Safeguarding Children's Partnership

7th Floor, River Park House
225 High Road
London N22 8HQ

Email: hscp@haringey.gov.uk
Tel: 020 8489 3145

If you are worried about a child for any reason, contact MASH on 020 8489 4470.

If you are making a referral: MashReferral@haringey.gov.uk

If you are calling between 5pm and 9am weekdays or anytime at the weekend, call the Emergency out-of-hours duty team on 020 8489 0000.

If you or a child is in immediate danger you should always phone 999.

- Haringey Local Authority Designated Officer (LADO); Allegations Against Professionals

Email: lado@haringey.gov.uk

Tel: 020 8489 2968 / 1186

A list of all local authorities where Highgate pupils live drawn is available from the Senior School Office. Mr. G Robertson (Deputy Head Pastoral / Designated Senior Lead) writes to **the Children's** Social Services Departments in each borough at the start of each academic year with names and contact numbers for the School's Designated Leads.

Appendix 8: Highgate Pre-Preparatory School

Policy on Safeguarding and Promoting the Welfare of Children in relation to the intimate care of young children

- Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals.
- The PP School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. PP staff recognise that there is a need to treat all children with respect when intimate care is given.
- **Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them.**

Our approach to best practice:

- **All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.**
- There is careful communication with each child who needs help with intimate care to **discuss the child's needs** and preferences. If the child prefers the help of parents, they will be contacted straight away.
- Children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can, e.g. washing themselves,
- **Each child's right of privacy will be respected. Careful consideration will be given to each child's situation to determine how many teachers/support staff will be present** when the child needs help with intimate care. A second member of staff must be made available when intimate care is being provided and be able to support if necessary.
- **Parents will be involved with their child's intimate care arrangements on a regular basis** and the needs and wishes of parents will be carefully considered. There is regular and clear communication with all parents of children requiring intimate care. All parents **are made aware, and reminded of, the School's policy and procedures regarding intimate care on a regular basis.**

Policy for the Use of Mobile Phones and Cameras in the Early Years Foundation Stage

To ensure the safety and welfare of children in our care the Early Years Foundation Stage operates a policy for the use of mobile phones and cameras which stipulates that:
Staff / Volunteers / Parent Volunteers / Visitors / Students

- Personal mobile phones, cameras and video recording devices should not be used on school grounds during contact time with children. The only exception to this rule is in emergency situations.
- All personal mobile phones, cameras and video recording devices must be stored securely out of reach within the setting during contact time with children.
- During Forest School lessons and trips staff and parent volunteers may carry their own phones but should only be used in emergencies.
- Personal calls may be made on personal devices in non -contact time but not within teaching areas.
- If Staff / Volunteers / Parent Volunteers / Visitors / Students have a personal emergency they may use the Pre-Preparatory phone or may make a call on a personal device but not within teaching areas.
- Staff / Volunteers / Parent Volunteers / Visitors / Students must ensure that the admin team has up to date contact information and that staff make their families aware of emergency work telephone numbers.
- All Staff / Volunteers / Parent Volunteers / Visitors / Students are made aware that the use of personal mobile phones to take photos or videos is not permitted and that they only use the Highgate School equipment to take photos.
- We seek permission from the child before we take a photograph.
- Within the Early Years Foundation Stage staff regularly take individual or group photographs of the children in our care for educational purposes. These images may be used for display inside the Early Years Foundation Stage areas or on the School website. We also use the images for the teaching, observation and publicity purposes. We inform parents that images of their child may be taken for teaching, observation and publicity purposes
- In line with the School policy on Taking, Storing and Using Images of Pupils, unless the relevant pupil or his or her parent / carer has requested otherwise, the School will use images of its pupils for the above-mentioned uses.
- In accordance with the above-named School policy, any parent / carer who wishes to limit the use of images of a pupil for whom they are responsible should contact the Bursar in writing.
- We do not identify children in our internal teaching, observation or publicity displays without prior parental consent.
- We do not identify children in images used in our external material, such as a prospectus or on the School website.
- All images and recordings of pupils are stored on school equipment and are deleted once their specific educational purpose has been achieved.
- Copies of images and recordings are not distributed or shared.

Staff / Volunteers / Parent Volunteers / Visitors / Students will be educated on the importance and safety issues for themselves and children regarding this policy.

Appendix 9: Guidance for School Leavers and Pupils Working at Highgate School

DEFINITIONS

Year 14 – these are any pupils who have left Highgate, or a Partner School such as LAET, the preceding academic year before they begin their period of employment.

Old Cholmeleians (OCs) – any former pupil that left the school more than a year previously.

Junior School Assistant – pupils who recently left, known as Y14, employed in the Junior School.

Estate Assistant – current pupils and OCs (including Y14s), employed in the Estates department.

Chrysalis Fellow – Y14s or OCs employed in the Partnership department.

INTRODUCTION

This document aims to provide guidance and help support current pupils or recent School leavers of Highgate School during their employment as either a Junior School Assistant, Chrysalis Fellow or Estate Assistant. Any breach of this guidance will be regarded as a serious disciplinary offence leading to disciplinary action up to and including dismissal.

Highgate understands that it can be difficult adjusting from being a pupil to being an employee. In order to support you in what may be your first formal entry to the professional world, you will meet with a Designated Safeguarding Lead (DSL) and your line manager when you begin your contract. They will talk through this guidance with you and consider some common scenarios and challenges you may come across in making the transition from senior pupil to employee and colleague.

As a paid employee, all the School's employment and staff conduct policies apply to you without exception. You are now a member of staff, not a pupil, and it is important that you make this distinction in the way that you present yourself not only at School during working hours but also in your interactions in the wider community.

However, your status as a current pupil or recent leaver means that there are aspects of the **School's Safeguarding policies that you must be mindful of and will have a bearing on how** you will be required to interact with new colleagues (some of whom who may be your current/former teachers), current pupils and, potentially, your OC peers who are not employed by the School.

This is to protect you, your new colleagues / current and former teachers and the School from **any incidents or situations that could undermine the School's excellent reputation** as a safe place for learning and for the highest standards of professionalism.

If you are ever in doubt regarding acceptable conduct or appropriate professional interactions with others during your employment, you are encouraged to seek immediate advice from your line manager or a Designated Safeguarding Lead (listed at the end of this guidance).

RELATIONSHIPS WITH OTHER STAFF

You will be aware that it is a serious safeguarding and professional standards breach, in addition to potentially being a criminal offence, for a member of staff to form an inappropriate (e.g. romantic or sexual) relationship with a current pupil.

This is why the School's Safeguarding Code of Conduct for Staff (S & W policy, Appendix 2) states that:

'In order that staff do not place themselves or pupils at risk of harm or of allegations of harm to a pupil, members of staff must conduct themselves with pupils mindful of their teacher-pupil relationship and their legal position of trust, avoiding any sense of inappropriate informality, friendship with a peer or of favouritism. This includes those former pupils in Year 14, thus reducing the risk of a perception that anything in breach of the Code of Conduct may have had its origins in the period when the pupil was still in School'

Due to your relatively recent departure from Y13 at Highgate (or still being a pupil), the **potential perception of 'grooming'** (the abuse of a position of power or trust by a teacher or member of staff while you were still a pupil) should you become too personally close to a new colleague during the period of your employment is a serious professional allegation that you, your new colleagues and the School must be mindful of and do all that we can to prevent.

Please note therefore that a Y14 pupil, even if employed by the School, becoming involved in an intimate situation or relationship with a teacher would be regarded by the School as a serious breach of its Safeguarding Code of Conduct and would trigger a report to the LADO for the teacher concerned, in addition to a disciplinary investigation into the conduct of the Y14 pupil / employee.

Thus, a Y14 pupil / employee cannot begin a relationship with any Highgate staff (other than a Y14 peer), regardless of their job or level of seniority. Beginning a relationship refers also to any intimate behaviour, for example kissing or holding hands, all is expressly prohibited.

Misjudgements in this area are most likely to take place in more informal settings, such as socialising with colleagues at the end of a working week or end of term. Such gatherings are **not proscribed for Y14 pupils / employees, but the School's rules for employees apply on or off the School premises.**

Thus, the School requires all colleagues to be mindful of the professional obligations and boundaries that apply, bearing in mind the important information and consequences outlined above.

Returning OCs, should not enter into a relationship with a member of staff who taught them or was in a position of trust with them in the past.

RELATIONSHIPS WITH CURRENT PUPILS

Highgate recognises that pupils may form close personal relationships with other pupils. Whilst Highgate does not wish to interfere with these existing personal relationships, it is necessary for those current pupils / recent leavers / OCs seeking employment by the School to declare these relationships in their interview prior to when they start their employment at Highgate.

Since such ongoing relations between an employee and a current pupils would be a serious **breach of the School's Safeguarding policies, the relationship must end, or be suspended for** the period of the contract, prior to them starting their employment if offered the role. This **necessary implication of the School's employment requirements will be made clear during the** appointment process and any candidate who feels that it will be a problem should withdraw their application.

The information declared at interview will be recorded on your personal file and may be shared with your line manager and the Designated Safeguarding Lead Team. The information will be treated in strict confidence.

It should be readily apparent therefore that, once a current pupil or recent School leaver has started their employment, they also cannot start a close personal relationship with any current Highgate pupil.

CONFIDENTIALITY

Confidentiality is something that may be spoken or given to employees that must not be discussed with another. The appropriate sharing of information between Highgate School colleagues is an essential element in ensuring our pupils well-being and safety.

However, you must not share any confidential information regarding Highgate School colleagues or the **School's operation to any current or former pupils including any person** external. This includes any information obtained during social settings.

SOCIAL NETWORKING SITES

Highgate Safeguarding policy states that contact between staff and current pupils on Facebook and other Social Network Sites is prohibited.

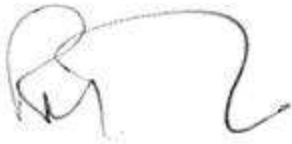
However, Highgate recognises that if current pupils or recent School leavers have Social Networking Sites, that they would already have contact with current pupils. Highgate requires that during your employment you do not post anything that could compromise your professional reputation or undermine the reputation of the School. Furthermore, you must not make any new connections with any current pupil/s.

If any information about the School, its employees or its business that could cause harm or **undermine the School's reputation is found to originate in the digital activities of an employee** then this will trigger a disciplinary process that could result in dismissal for gross misconduct.

If the School leaver is offered another employment contract that is 12 months after the academic year that they were a pupil, then all current pupils who are connected on Social Networking sites must be removed.

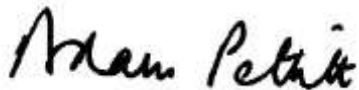
Safeguarding and Welfare Policy, Update for 2020 – 2021

Approved by:



Chair of Governors (Mr Bob Rothenberg):

Date: 9 September 2020



Head (Mr Adam Pettitt):

Date: 9 September 2020