CHILD PROTECTION AND SAFEGUARDING POLICY

Written by:	**Natale Slade – Deputy Head Teacher**	
Approved by:	Ms Tanya Douglas - Head Teacher	**Date:** Spring 2026
	Mrs Tracey Jenkins - Chair of Governors	
Last reviewed:	Spring 2026	
Next Review:	Spring 2027	

Important Contacts

CHACE COMMUNITY SCHOOL	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Natalie Slade	nslade@chace.enfield.sch.uk
Deputy DSL	Sevgi Cevik	scevik@chace.enfield.sch.uk
Chair of governors	Tracey Jenkins	tjenkins@chace.enfield.sch.uk
Enfield MASH team		Advice line: 0208 379 5555 Emergency duty line: 0208 8379 1000 childrensmash@enfield.gov.uk
Prevent		prevent@enfield.gov.uk
Local authority designated officer (LADO)		0208 379 2850 safeguardingservice@enfield.gov.uk

Introduction

At Chace we aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote student's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Safeguarding and child protection is everyone's responsibility. This policy applies to staff, volunteers and governors in the school. The school plays a crucial role in preventative education. This is in the context of a whole-school approach preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, transphobia and sexual violence/harrasment. This will be read in conjunction with the following policies and school activities:

- Behaviour and Anti Bullying policy
- Attendance policy
- Equalities policy
- SEND policy
- Pastoral support
- Lifeskills and PSHE programme
- Assemblies and form time activities

Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance:

Keeping Children Safe in Education (2025)

Working Together to Safeguard Children (2023)

Maintained schools governance guide

Enfield Children's Services - Threshold Guidance. A guide for Multi Agency Partners, 2022-25

Enfield safeguarding children partnership arrangements - 2024

Education Act 2002, Section 175, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled pupils.

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination

Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Exploitation is a form of abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive an old or young person under the age of 18 and can include modern slavery, sexual, criminal or financial exploitation.

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

Children include everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for an area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some

cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Actively promote a culture of safeguarding with a child centred approach and coordinated approach at all times
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Be aware of our systems and procedures in terms of reporting safeguarding concerns
- Take part in any training, for example annual safeguarding training and Prevent training
- Be aware that children can be at risk of harm inside and outside of their home, at school and online
- Know the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

Visitors/temporary staff:

- Will be required to sign in electronically, with a photo taken.
- Visitors are given either a red or green lanyard.

- Will be made aware of our safeguarding procedures and how to report an incident or concern should one arise during the visit.

All staff

- All Chace staff receive regular Child Protection training equating to a whole days training every three years with on-going refresher training for designated staff every two years. This includes:
  - Child protection and Safeguarding policy;
  - Behaviour policy
  - Staff behaviour policy/staff handbook (sometimes called a code of conduct);
  - Safeguarding response to children who go missing from education;
  - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

- Every three years all staff receive the full thorough training equating to 3 hours over the year. All training opportunities include procedures for dealing with concerns, sexual abuse/harassment, signs of abuse, findings of serious case review, promoting and monitoring e-safety, FGM, preventing radicalisation and all location specific Child Protection awareness.
- All new staff receive Child Protection training as part of their induction and all student teachers are trained in Child Protection within their Professional Studies. Professional clinical supervision is provided for those staff who work with students in need individually or in group work situations. In stressful cases the school offers support via supervision or line management.

The safeguarding team

- The DSL is a member of the senior leadership team. Our DSL is Natalie Slade, the Deputy Headteacher who advises the Full Governing Body.
- The DSL takes lead responsibility for child protection and all wider safeguarding matters as outlined in KCSIE.
- The DSL is supported by Deputy DSL's.
- Provide advice and support to other staff on student welfare and child protection matters.
- Take part in strategic discussions and multi-agency meetings and/or support other staff to do so.
- Contribute to the assessment of students.
- Keep detailed records of concerns, including notes of any actions taken.
- Keep the headteacher informed of any issues.
- All teaching and support staff are aware of Child Protection procedures and that consistency of practice is maintained (refer to staff handbook).
- The safeguarding team have core safeguarding meetings to discuss serious case reviews both at Chace and nationally.
- Further training updates are at least every two years.
- Specific training from Enfield's PREVENT/CHANNEL is given to the DSL's and the wider school staff.
- Liaise with the police where appropriate.

The headteacher

- Ensures that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding.
- Will share this policy to parents/carers and all stakeholders.
- Ensures that this policy is made available on the school website.
- Will ensure that the DSL has appropriate time, funding, training and resources, and that there is

always adequate cover if the DSL is absent.
- Ensures that all staff undertake appropriate safeguarding and child protection training.
- Will act as 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

The governing board

- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- All governors will read KCSIE and sign a form confirming they understand the contents.
- The governing board will appoint a link governor, (this is currently Tracey Jenkins, chair of governors) to monitor the effectiveness of this policy in conjunction with the full governing board.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher.

Recognising abuse

- Staff, volunteers and governors must be aware of the categories of child abuse, indicators and signs of abuse, and the various types of safeguarding issues outlined in KCSIE 2025, including exploitation. Staff must then follow the procedures from the safeguarding training to report any child protection concerns

Sexual	Forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student is aware of what is happening.
Physical	Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a student. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student.
Emotional	The persistent emotional maltreatment of a student such as to cause severe and adverse effects on the student's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a student, although it may occur alone.
Negl	The persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of

e c t	maternal substance abuse.

Mental health concerns

Mental health crisis line shared with staff and families for all concerns linked to mental health in the first instance unless there is immediate risk to life, injury, or harm - CRISIS number 0800 151 0023 24/7

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

Students have access to a school counsellor who works with many of our students and families. Alongside this, students and families are signposted support through Life Skills lessons, newsletters and assemblies.

ALL STAFF & Calling the Police (NSPCC guidance)
Where there is a danger to life, risk of serious injury or serious crime in progress or about to happen, 999 should be called.

At Chace we respect and value the basic needs and rights of children and we have an expectation that parent(s)/carer(s) respect these rights also. We recognise that all matters relating to Child Protection are confidential and are only shared with members of staff on a need-to-know basis. We reinforce with all staff that the Child Protection concerns supersedes standard GDPR guidance.

Children Missing in Education, Alternative Provision, and Elective Home Education:

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

The Attendance Officer and Pastoral team work closely to monitor attendance daily. Any concerns trigger contact with home on the day unless absence is authorised or has been communicated to the attendance team to meet best practice in section 175 of the Education Act 2002. In the most serious cases where children are missing from education the Attendance Manager will work with DSL, external agencies and Pastoral team to ensure the student has early help and support once they have returned back to school and these students will then be closely monitored with any early concerns communicated to all relevant persons and agencies. In addition to missing in education, the following students are monitored closely. Those on CP plans or CIN, Gypsy/Traveller families,

Armed forces, children supervised by Youth Justice System, LAC, children with EHCP and those who cease to attend school such as elective home education (EHE), the local authority forms to be completed and sent to relevant colleagues at admissions and shared with Educational Welfare Officer (EWO) and placed in student's file.

Where alternative provision is used to meet students' needs, we follow the guidance which commissioners of alternative provision should follow (DfE 2016; 2013). With quality checks on the provider and daily attendance checks and ongoing liaison with the provider. The same is for those on Managed Moves, attendance is recorded, and information shared with the education provider to ensure attendance is monitored daily and accounted for.

LAC & Care Leavers are monitored by the Attendance Manager to ensure the pupils are making expected progress and any issues picked up quickly so early help and support can be utilised. The Attendance Manager liaises with external agencies and carers and ensures the Pastoral team in school are aware of support and changes in circumstances including legal status and parental responsibility arrangements.

Elective Home Education (EHE) -
If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker. Schools should be familiar with guidance for local authorities on elective home education (DfE, 2019).

Use of Mobile Phone / Electronic Devices

- All Staff who have a phone/tablet/electronic device with camera or video recording function must not take any images or videos of pupils or images or videos in the presence of pupils with their personal devices, both on or off the school site. For pictures or video staff must use school equipment at all times
- On school trips staff are encouraged to make use of school equipment for communication. If they are using their own devices to communicate with other members of staff it should be done discreetly if possible away from the pupils.
- Staff should only use their personal phone/device in spaces where they are not with students for example the staff room or in office spaces when students are not present.
- Staff should ensure that their device is not used or visible in classroom and corridor spaces when students are or could be present.
- Students are not allowed their mobile device out in school. Students in year 7 - 11 must use a Yondr pouch if they bring their mobile into school. Students in year 12 and 13 are allowed to have a mobile phone in their possession but this may not be used outside of the sixth form area.

The Use of 'Reasonable Force'

There are some circumstances when it's appropriate for staff to use reasonable force to safeguard children, at Chace we do not promote the use of force and train staff to use de-escalation techniques. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. Positive handling training has been given to key staff to ensure our handling of incidents is safe.

When using reasonable force in response to risks presented by incidents involving children with SEN, disabilities or medical conditions, you should, in considering the risks:

- Carefully recognise the additional vulnerability of these groups
- Consider your duties under the Equality Act 2010

If any restraint or reasonable force is used, the Headteacher must be notified immediately with clear specific details. Staff must fill in a restraint form with the details of the incident.

Confidentiality

Complete confidentiality cannot and should never be promised to the child in cases of risk/suspicion of harm. Instead it is explained that the information disclosed may need to be shared with other professionals to help keep the child, and perhaps other children, safe.

It is the school's usual practice whenever possible to work closely with parents on issues concerning the welfare of their children. We actively seek to empower children to talk to their parents/carers about sensitive/difficult issues. Following 'Fraser guidelines', the school understands that if a teenage child is judged to be capable of understanding the decision s/he is making and capable of understanding the likely consequences of making that decision, then information is usually only disclosed to a parent with the child's consent, regardless of parental responsibility. However, our practice is informed by the Sexual Offences Act (2003) that "children 13 years old and under are considered to be of insufficient age to give consent to sexual activity". Nevertheless, if the child is considered to be at risk the needs of the child supersede confidentiality.

Except in cases of significant risk to the child, the school may seek hypothetical advice on a 'what if' basis from relevant professionals in making internal assessments (e.g. suspected failure to thrive) prior to formal MASH referral.

In the vast majority of cases, the school will consult with the parent/carer prior to making a referral to LA children's social care through a referral to Multi Agency Safeguarding Hub (MASH) either on-line or by phone unless seeking agreement is likely to place the child at risk of significant harm. The school takes this stance under the Children Act 1989 and 2004, **judging the child's welfare to be the paramount consideration.** In accordance with London Child Protection Procedures, where a professional decides not to seek parental permission before making a referral to children's social care, the decision is recorded in the child's file with reasons, dated and signed and confirmed in the referral to LA children's social care. Where the parent refuses to give permission for the referral, unless it would cause undue delay, further advice should be sought from a manager and the outcome fully recorded.

Safer recruitment

The school operates safe recruitment procedures including:

- All staff, volunteers/visitors and Governors in Regulated Activity are subjected to a Disclosure and Barring Enhanced Clearance check (DBS) before starting work in line with teacher prohibition orders and section 128 directions 'Keeping children safe in education: Statutory guidance for schools and colleges' September 2022'.
- All teaching staff are checked to ensure they are not subject to a prohibition order or an interim prohibition order prior to them undertaking any work in line with 'Keeping children safe in education: Statutory guidance for schools and colleges' September 2022'
- All Agencies supplying agency staff must complete a rigorous questionnaire on safeguarding to ensure that they adopt robust recruitment and vetting of workers for deployment within the school. In addition, all agency staff are checked using the prohibition list.
- Staff to be aware of the transferable risk having supply staff and volunteers can bring and ensure all measures are taken to reduce this by following best practice within this policy and

that by Enfield County Council.
- All teaching qualifications are checked prior to starting work.
- A Single Central Record of all staff, volunteers/visitors and agency staff in Regulated Activity is kept in accordance with government guidance, thereby ensuring that all appropriate checks are carried out on staff and volunteers who work with children in accordance with guidance contained in 'Keeping children safe in education: Statutory guidance for schools and colleges' 2025'.
- Ensuring 'Safer Recruitment' training is provided for relevant staff/governors involved in recruitment.
- HR to perform online searches for all shortlisted candidates as a part of due diligence.
- The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Headteacher will ask all staff to share any criminal convictions or pending investigations since last term (01.09.25) or any current investigation which could affect DBS status at the INSET days in September at the start of the school year, prior to any contact with students. All staff will be asked to electronically sign to confirm their declaration.

Allegations Against a Member of Staff

If a child makes an allegation against a member of staff or a volunteer the school follows the LA procedures for managing such allegations, a copy of which is available in school, which comply with the London Child Protection procedures as well as 'Keeping children safe in education: Statutory guidance for schools and colleges' September 2025'. In these cases, the Headteacher should be informed immediately (rather than the designated staff) or the Chair of Governors if the allegation is against the Headteacher. It is the Headteacher and Chair of Governors who will judge if the person committing the reported abuse allegation has behaved in a way to harm a child, committed a criminal offence or has behaved in a way that indicated they pose a risk of harm to children. All concerns are referred directly to the Local Authority Designated Officer (in Enfield LADO; Andreas Kyriacou (0208 379 4392). LADO recommendations should be followed, with support for both pupil and staff or volunteer throughout the process considered and discussed. Suspension should be considered as a last resort to safeguard students, maintain confidentiality and to ensure a fair investigation. In addition, records must be kept, and any resignation and settlement/compromise agreements should be in writing and signed copies kept. This however does not prevent the allegation being followed up and reference to the DBS criteria met in full.

We have a clear Code of Practice that staff understand and annually agree to. This is linked to the Safeguarding Policy.

Allegations that may meet the harm threshold is shared explicitly with staff, which are:

- behaved in a way that has harmed a child, or may have harmed a child and/or

- possibly committed a criminal offence against or related to a child, and/or

- behaved towards a child or children in a way that indicates he or she may pose a risk of the harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Our Health & Safety Policy reflects the consideration we give to the protection of Chace children both within the school environment and away from the school when undertaking school trips and visits.

Low risk allegations made against/concerns raised in relation to teachers, including supply

teachers, other staff, volunteers and contractors are in the updated version of the guidance.

Concerns that do not meet the harm threshold:
Governing bodies and proprietors should have policies and processes in place to deal with low-level concerns and allegations that don't meet the harm threshold. Staff codes of conduct and safeguarding policies should explain what a low-level concern is and the importance of sharing concerns.

A low-level concern is any concern that an adult has acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:
- Being over friendly with children
- Humiliating pupils
- Having favourite students
- Taking photographs of children on their mobile phone
- Engaging with a child one-to-one in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating, or offensive language.

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures should be implemented effectively, and appropriate action should be taken to deal with any concern. Sharing low-level concerns should be reported to the DSL or a deputy. If there are concerns about a DSL, these should be reported to the Headteacher.

We aim at Chace to create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted, or they have behaved in a way that falls below professional standards. Recording concerns, The DSL or deputy should record all low-level concerns. Records should include the details of the concern, how the concern arose, and the actions taken. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

In accordance with The Children Act 2004 and previous legislation (Children Act 1989 for students on CIN/CP plan or those likely to suffer harm) the school's paramount concern is that every child is healthy, safe, enjoying and achieving, participating fully in school, by making a positive contribution to school and the community, and achieving economic well-being. This includes Contextual Safeguarding where all staff and the CP team look at societal factors when making an assessment of the safety and/or welfare of the child or children.

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development; ● ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes, in particular those students with Social Worker.
- victims of sexual abuse/harassment/violence
- Students found to be making unsubstantiated, unfounded, or malicious allegations.

ALL STAFF & Calling the Police (NSPCC guidance)
Where there is a danger to life, risk of serious injury or serious crime in progress or about to happen, 999 should be called.

At Chace we respect and value the basic needs and rights of children and we have an expectation that parent(s)/carer(s) respect these rights also. We recognise that all matters relating to Child

Protection are confidential and are only shared with members of staff on a need-to-know basis. We reinforce with all staff that the Child Protection concerns supersedes standard GDPR guidance.

● The Lettings Agreement “Conditions for the use of educational premises outside normal teaching hours”, issued by School Hire & Functions Ltd includes a section on Safeguarding and Child Protection.

● A statement in the school brochure informs parents and carers about our school’s duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy from the policies section of the school website.

● The names of designated members of Chace staff carrying out child protection responsibilities for the current year are displayed in reception, the staff room, corridors and offices around the school.

● All use of restraint should be referred to the Headteacher and a copy of the restraint form completed with follow up actions recorded as necessary.

● Visitors to Chace are expected to sign in at reception and, where necessary, be given a named visitor’s badge. Visitors who have not been DBS cleared are asked to wait for the relevant member of staff to meet them and they remain with them at all times. Staff must complete a “Visitors to Chace” form[1]in advance of the visit.

▪ Where relevant, appropriate information is sought from internal or external agencies, as necessary (for example School Nurse, Educational Psychologist, Safer Schools Officers, Youth Offending Service - YOS). An Early Help Assessment Form is completed or MASH (multi agency safeguarding hub) team called for advice. Early Help for those most vulnerable is highlighted with the CP team and Pastoral team regularly, particularly if the student:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory o Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups; o is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and is a privately fostered child.

Due to the links between the vulnerability of SEN students and increased safeguarding risks, in accordance with best practice, the Chace SENCO Gamze Sahin will always be fully trained as part of the Chace Safeguarding team.

We are determined to ensure the online safety of our students. If there are concerns that a child’s safety is at risk because it is suspected that someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child the school will contact parents; advise the child on how to terminate the communication and save all evidence; contact CEOP http://www.ceop.gov.uk/ and inform the LA e-safety officer. The school will also consider the involvement of police and children’s social care. Children should be given confidence in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile

technology.

▪ In concerns relating to sexual health, factual information may be provided to young people (including those who are under 16) about different types of contraception;

emergency contraception and its availability; and about sexually transmitted infections and where treatment is available. However, **offering advice or attempting diagnosis from described symptoms is not appropriate**. The Headteacher and Welfare Officer are informed in all cases of pregnancy.

▪ In the event of any CP disclosure/concern and following consultation amongst the school's CP team, including the Headteacher, a decision will be made to: raise general concerns with parents/carers; monitor the situation further; or proceed to formal referral to social care through the MASH team, if it is deemed that the child is at risk of "significant harm" or there are safeguarding issues.

▪ The formal referral is made the same day by CP designated staff by telephone or encrypted email using the relevant LA pro-forma relevant at the time, following specified London procedures. In the event of an incident at the end of the school day, a referral to children's social care is made in the same way, recognising that the school does not have the right to keep the student past the end of the school day. Where necessary, the police are informed of the basis of evidence for concern about the child returning home that evening and advice sought about steps to take. As necessary, LA Legal services are contacted for advice.

▪ A case file is opened for any child about whom concerns are raised and all relevant documents are stored within a locked CP filing cabinet in the school and on central google document only accessed by the team and Headteacher. The file is updated by the Safeguarding Team and reviewed by DSL regularly. Child Protection documents are forwarded as appropriate if a child transfers to a new school and requests made to previous schools when a child transfers to Chace, which are recorded as sent/received.

Host Families – Homestay During Exchange Visits

At Chace we ensure that any exchange visits meet the requirements under Keeping Children Safe In Education 2025. We ensure that all appropriate checks are done with homestay families; however, we have no planned homestay exchanges in the future.

Where a child's parent(s) or a student themselves arranges their own homestay, this would be considered a private arrangement and therefore the school would not be the regulated activity provider.

We also share the police advice letter via the parent bulletin at the end of each term to remind parents to be vigilant. It is also shared on the website under Safeguarding. Follow Up

▪ The school works closely with other agencies during the initial investigation once a formal referral has been made to children's social care.

▪ If a child is subject to a CP Plan the Child Protection designated teacher or the Head of Learning directly involved attends CP conferences and strategy meetings as required.

Procedure for sharing CP information within Chace

Beyond the CP team, information can be shared on a need-to-know basis with the student's Head of Learning and in some circumstances, other adults such as the student's form tutor. In

accordance with 'Information Sharing: Guidance for practitioners and managers' (DCSF, 2009), information is only shared with colleagues where there is a clear and legitimate purpose and we can be confident that the information will remain confidential.

Contextual Safeguarding & Multi-agency Working; including sharing CP information with other schools and organisations

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and
children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

There is a duty for schools to transfer a copy of any child protection file to any new school or educational establishment that the student joins. This applies even if the case is closed. The file should be transferred from designated teacher to designated teacher. When students join Chace, we send a written request to their previous school or college for them to forward any Child Protection information by secure means, or to confirm that there are no records relating to that student.

Refer the template letter below requesting information from a previous school or educational establishment.

Dear

Request for Child Protection Records/Records of concern
Name of student: Date of birth:

[Name] joined Chace on [Date]. If you have any Child Protection records relating to [Name], I should be grateful if you would forward them to me by a secure method, in accordance with Child Protection Procedures, as soon as possible.
If you have any particular concerns or information which would help us to provide appropriate support for [Name], I would be happy to discuss these. I can be contacted through the school switchboard on 020 8363 7321. If I am not available, please ask to speak to my colleague, PSA name (also a Child Protection Officer.)
If you do not hold any file relating to [Name], I should be grateful if you would confirm this in writing or by emailing chace@chace.enfield.school.uk.

Thanks you for your assistance. Yours faithfully

DSL name

When a request for information is received, following a student moving to another educational establishment, we ensure that any CP information is transferred by secure means. Photocopies are made of each of the documents in the CP file and this information is kept on file indefinitely.

Monitoring and Review

This policy supports and should be read in conjunction with the school's Equalities Policy; Health and Safety Policy; Positive Behaviour Policy; Whistleblowing Policy; E-Safety Policy and lettings

agreement. It is reviewed regularly by Child Protection designated staff, SLT and Governors, with all referrals and open cases reported termly in the Headteacher's report to Governors.

Appendix 1

Visitors to Chace (side 1)
(Details required for List 99 check)

Forename		Any previous names		Address and Tel:
Surname		Date of birth		

Risk assessed as: **(See reverse for guidance)**	High: Medium: Low:

Details of Visit

Date/time of visit	
Purpose of visit	

Other information (include company, organisation)	
Member of staff responsible	

Circulate to:
TD → HR (for List 99 check) → Reception (for ID) → HR (for filing).

Office use (date done):

List 99:		Diary:		ID:		Filed:	

Ref. 25
Visitor Risk Assessment (side 2)

The member of staff organising the visit is responsible for ensuring that the visit is assessed for risk using this guide, and that the prescribed action is taken. You may also refer to the *Visitors to Chace: Risk Assessment Procedure,* held by Personnel. Visitors requiring a List 99 must have their photographic identity checked at reception.

Level of Risk → Required action ↓	**High** *(Visitor will be alone with pupils, e.g. teaching classes.)*	**Medium** *(Visitor will be with pupils, but accompanied by member of staff, e.g. observing lessons.)*	**Low** *(No planned contact with pupils, e.g. meeting with staff.)*
CRB check. (Personnel need at least 6 weeks advance notice.)	.		
List 99 check. (Personnel need at least 2 days notice.)	.	.	
Signed in/out at Reception. Issued with ID. Register taken (for groups).	.	. .	. .

Appendix 2

DEALING WITH DISCLOSURES: GUIDANCE FOR ALL STAFF

Reminder of shared objectives

All Chace staff share the objective of keeping children and young people safe: ▪ by seeking to provide a safe environment that is conducive to learning; and ▪ by identifying children and young people who are suffering or likely to suffer significant
harm and take appropriate action to make sure that they are safe both at home and at school.

▪ Make it clear from the start that you are unable to maintain confidentiality about the things the child tells you and that you have no choice but to pass on any information that causes concern.

▪ Listen, reassure and note how the child is feeling

▪ Find a quiet place to talk where you will not be interrupted.

▪ Listen but do not pressurise.

▪ Ascertain the facts – who? what? where? when? how? Do not ask leading questions. Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like "Anything else to tell me?" or "and".

▪ Be objective in your recording; state facts, write down exactly what was said to you and anything you may have observed. Distinguish clearly between fact and opinion and refrain from using your own interpretation and assumptions.

▪ Draw a diagram to indicate the position of any marks/bruising if applicable. ▪ Let the child know

you are pleased to have been told.

▪ Tell the child you believe them.

▪ Tell the child you will have to involve others to ensure the child's safety in the future. Tell the child who needs to be involved and why.

▪ Offer on-going support and that you will do your best to protect the child.

▪ Follow the school's internal policy regarding communication in relation to Child Protection and promptly complete and pass on the school's CP concern form.

▪ Follow the pan-London Child Protection procedure.

▪ Having dealt with suspected Child Protection concerns which can be distressing, it is often helpful to talk to a colleague such as a Child Protection designated teacher about your feelings.

SIGNS OF NEGLECT

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

SIGNS OF PHYSICAL ABUSE

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

SIGNS OF SEXUAL ABUSE/HARRASSMENT

▪ Sudden changes in behaviour or school performance.
▪ Self-harm

▪ Displays of affection in a sexual way inappropriate to age.

▪ Tendency to cling or need constant reassurance.

▪ Tendency to cry easily.

▪ Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby.

▪ Complaints of genital itching or pain.

▪ Distrust of a familiar adult, or anxiety about being left with a relative, baby-sitter or lodger.

▪ Unexplained gifts or money.

▪ Depression and withdrawal.

SIGNS OF EMOTIONAL ABUSE

▪ Physical, mental and emotional development lags.

▪ Admission of punishment which appears excessive.

▪ Over-reaction to mistakes.

▪ Continual self-depreciation.

▪ Sudden speech disorders.

▪ Fear of new situations.

▪ Inappropriate emotional responses to painful situations.

▪ Neurotic behaviour (for example, rocking, hair-twisting, thumb-sucking). ▪ Self-mutilation.

▪ Fear of parents being contacted.

▪ Extremes of passivity or aggression.

▪ Drug/solvent abuse.

▪ Running away.

▪ Compulsive stealing or scavenging.

Specific guidance on Child Sexual Exploitation, Female Genital Mutilation, Prevent, Forced Marriage, Peer on Peer Abuse & Peer on Peer Abuse: Sexting

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity under the age of 18. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can

involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of CSE and CCE:

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

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

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

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Child Criminal Exploitation: County lines

Criminal exploitation of children is a geographically widespread form of harm that is a

typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

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

All staff are aware of County lines awareness agenda and all staff have annual training to prevent and pick up early signs. We also work with the local PRU/other agencies to have workshops where there are early signs to support pupils and prevent them going missing which is shared with parents/carers. Furthermore we also work with external agencies where pupils have gone missing and immediately initiate after MASH referral, normally this initiates a TAF meeting to support the family and aim to put in place interventions to prevent a re- occurrence.

The Prevent Duty Extremism & Radicalisation

Preventing radicalisation:

Chace recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others and to carry out the Prevent Duty. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under section 26 of the Counter-Terrorism Act 2015.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is ‘a set of ideas which could justify vilification or violence against individuals, groups or self.’ Staff are trained to be vigilant in spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life

and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions. Concerns around any potential activities or signs of radicalisation are referred to in the same way as all Safeguarding concerns, and the school is committed to working with the PREVENT and CHANNEL programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism

However hard to pinpoint specific factors, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at

risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. The promotion of fundamental British values to help recognise and address extremism and radicalisation is used in Lifeskills, weekly reflection and in relevant opportunities around school.

Honour based violence to abuse to recognise non-violent forms of abuse

So-called 'honour-based' violence (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. HBA committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA (regardless of the motivation) must share concerns with CP team and the Police for all FGM related concerns.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation – MOS MUST REPORT TO POLICE IF FGM HAS OCCURED

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to FGM or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003 and Serious Crime Act 2015 and as legal duty on teacher. Despite the harm it causes, FGM practicing communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years, however anyone under the age of 18 found to have any form of FGM must contact the Police the same day. Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female

children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Children's Social Care.

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

The School is alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Signs FGM may be **imminent** include:

● it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;

● a professional may hear reference to FGM in conversation, for example a girl may tell other children about it;

● a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';

● a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;

● parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl or woman **has already been subjected to FGM**:

● a girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;

● Pain or heat marks/burns in the chest region due to breast ironing. ● a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating;

● a girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.

● a girl or woman may have frequent urinary, menstrual or stomach problems; there may be prolonged or repeated absences from school or college;

a prolonged absence from school or college with noticeable behaviour changes e.g. withdrawal or depression) on the girl's return;

● a girl or woman may be particularly reluctant to undergo normal medical examinations; a girl or woman may confide in a professional;

● a girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear;

● a girl may talk about pain or discomfort between her legs.

Where staff have a concern, the School will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the School and its staff will fulfill the **statutory duty** to report to the police and refer and inform CP team to inform MASH team

where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Forced Marriage

The protocol at Chace is based upon best practice guidelines The Right to Choose: multi-agency statutory guidance for dealing with forced marriage (HM Government, 2008), in conjunction to safeguarding and promoting the welfare of children (i.e. a person who has not reached their 18th Birthday), as listed in section 11 of the Children Act 2004 and under sections 175 and 157 of the Education Act 2002 as forced marriage is a crime in England and Wales.

Possible indicators that a pupil may be at risk of forced marriage include: ● a child may appear anxious, depressed and emotionally withdrawn with low self- esteem;

● a child may have mental health disorders and display behaviours such as self- harming, self-cutting or anorexia;

● sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;

● a child may present with a sudden decline in their performance, aspirations or motivation;

● a decline in punctuality which may be the result of having to “negotiate” their way out of the house;

● running away from home;

● no time allowed for extra-curricular activities;

● family history of older siblings leaving education early and marrying early.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Anyone can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Child on Child Abuse Summary

All staff should understand the importance of challenging inappropriate behaviour between children. Staff should also recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe

environment for children and young people and a culture that normalises abuse. Staff should understand that even if there are no reports of
child-on-child abuse in their school, this doesn't mean it is not happening. If staff have any concerns about child-on-child abuse, they should speak to the designated safeguarding lead (DSL) or a deputy.

Staff are aware of the harm that can be caused by children on each other, in all cases staff are asked to act immediately and pass on information to one of the CP team who can then manage this and see if this is dealt with internally, seek early help with a multi-agency approach, refer to children's social care and or report the case to the police in most serious cases. This is done by the DSL working with the Pastoral team when appropriate to address the key issues and take the necessary next steps.

There is now increasing evidence that girls, children with SEND and LGBTQ+ are at greater risk, we have clear equality policy which support students and there are consequences for those found to be harming student/s. Staff are aware of the importance of:

o making clear that sexual violence, abuse and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; o not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Child-on-Child Abuse – Zero Tolerance

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary.

However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Child-on-child abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money.

The School takes child-on-child abuse seriously and all staff are clear that child-on-child abuse should not be passed off as "part of growing up" or "banter". Incidents of child-on-child abuse will be dealt in line with the normal School safeguarding procedures.

In dealing with peer on peer abuse, the School recognises:

● that child-on-child abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected;
● the relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;

● that young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding;

● that different gender issues can be prevalent;

● that child-on-child abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);

● that child-on-child abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. Assessment of an alleged perpetrator's needs will include consideration of:

● The nature, extent and context of the abusive behaviours;

● The young person's development and family and social circumstances; ● Whether the young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk;

● The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;

● Whether the young person is also at risk of significant harm and should be the subject of a child protection conference;

● Whether action is to be taken within the criminal justice system.

● Whether the child is subject to bullying (including cyberbullying);

● Whether there has been physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

● Whether there has been sexual violence, such as rape, assault by penetration and sexual assault;

● Where there has been sexual harassment/abuse such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

● Upskirting, 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;

● Sexting (also known as youth produced sexual imagery covered in the next section in more detail); and initiation/hazing type violence and rituals.

Child-on-child Abuse: Sexting

There are a number of definitions of sexting but, for the purposes of this policy, sexting is

simply defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

Sexting may be categorised as:

Aggravated incidents of sexting involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation. *Wolak and Finkelhor 'Sexting: a Typology' March 2011*

Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

● make an indecent photograph or allow an indecent photograph to be taken; ● make an indecent photograph (this includes downloading or opening an image that has been sent via email);

● distribute or show such an image;

● possess with the intention of distributing images;

● advertise; and possess such images.

Incidents of sexting will be dealt in line with the normal School safeguarding procedures. In responding to a disclosure regarding sexting, the School will consider:

● Is the pupil making a disclosure about receiving an image, sending an image or sharing an image?

● What sort of image is it? Is it potentially illegal or is it inappropriate?

● How widely has the image been shared and is the device in their possession? Is it a school device or a personal device?

● Are there other pupils and/or young people involved? Do they know where the image has ended up?

In line with the revised Education Act 2011 and the Powers of Search Policy, the School may examine, confiscate and securely store a device if there is reason to believe it

contains indecent images or extreme pornography. The School will not search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person unless there is clear evidence to suggest that there is an immediate problem.

If any illegal images of a child are found, the school will inform the police. As a general rule it will almost always be proportionate to refer any incident involving “aggravated” sharing of images to the police, whereas purely “experimental” conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an “experimental” incident is not referred to the police, the reasons for this should be recorded in writing. In making a decision to refer, the School will take into account a range of factors such as the age of the victim, the level of coercion involved and the degree of nudity in the images.

If the image has been shared across a personal mobile device, the School: will confiscate and secure the device(s);

will not view the image unless there is a clear reason to do so;

will not send, share or save the image anywhere;

will not allow pupils to view, send, share or save the image.

If the image has been shared across a school network, a website or a social network, the School: will block the network to all users and isolate the image;

will not send or print the image;

will not move the material from one place to another;

will not view the image unless there is a clear reason to do so.

The School will never print an image as evidence.
Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Sexual Violence

Staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

Assault by Penetration: A person (A) commits an offence if: they intentionally penetrates the vagina or anus of another person (B) with a part of their body or anything else, the

penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment/Abuse

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual "jokes" or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

• non-consensual sharing of sexual images and videos;
• sexualised online bullying;
• unwanted sexual comments and messages, including, on social media; • sexual exploitation; coercion and threats; and Upskirting.

Upskirting – Is a criminal offence

'Upskirting' 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. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment/abuse. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the normal safeguarding referral process immediately. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Children and the court system

PSA & DSL alongside the Headteacher and any other key worker to support pupils in school throughout the process. We are also aware of pupils going to court as a victim, again the same team as above aim to support the pupil though this process and after regardless of the outcomes. Where appropriate after courts have separated parent and child, the dispute resolution service is used if the schools support and intervention isn't effective with the Social worker being the person who oversees all decisions for the holistic welling-being of the child.

Children with family members in prison

We ensure where we have information we log this on our central system. Key Pastoral staff are aware of pupils whose parent is or had been in prison and support is implemented for those with parents in prison and communication is made with the parent to ensure the school works with the family throughout the time the pupil is at Chace.

Serious violence

All staff are trained to be aware of the risk and associated risks where the student or anyone in the family have been involved in serious violence. In addition staff understand the early signs of behaviours that can be early signs to County lines and criminal involvement.

Domestic Violence and Abuse

We have been sharing key information using the link below, alongside sharing this information on other platforms such as schools home work platforms that both parents/carers and students can access and social media.

https://www.chace.enfield.sch.uk/ccs/safeguarding/

This training to all staff is linked in with forced marriage, honour killings, HBA and FGM as there is a pattern of incidents of controlling, coercive and often violent or abusive. This is also covered by pupils in their Lifeskills programme to ensure we are all aware of the issue and support for those affected due to its long lasting emotional effects.

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or

family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

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

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

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

• NSPCC- UK domestic-abuse Signs Symptoms Effects
• Refuge what is domestic violence/effects of domestic violence on children • Safelives: young people and domestic abuse.
Staff are made clear on the actions to inform one of the CP team or take the correct action in line with the policy to safeguard students at Chace.

Pupils Human Rights and Equality and Police Searches/Interviews

At Chace the Lifeskills programme teaches students about their Human rights, in addition our safer school officer leads assemblies on the rights of pupils, specifically around searches and interviews with the Police. At Chace all students interviewed or searched by the Police will have a member of staff present. Police can see a student without the consent of their parent/carer, however we always aim to ensure parents/carers are informed as soon as possible unless we have been advised not to by the Police.

Homelessness

The Homelessness Reduction Act 2017 places a new legal duty on English councils. The Pastoral team and in particular PSA liaises with the support for pupils who are at risk of being homeless and differentiates support for those under 16 and those over accordingly. If a student is found to be homeless one of the CP team will contact the MASH team to seek advice and to support both parent and/or the student to support them in ensuring they are safe that evening and provide them with guidance of who to contact for long term support with accommodation.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Mandatory Relationship Education

Relationship and Sex Education and Health Education from September 2020, Chace was

an early adopter with Lifeskills programme playing key part in delivering this in the academic year 19/20, with continuation of this from Sept 2022.

ONLINE SAFETY POLICY

Principles

We are committed to developing Chace as an *inviting, purposeful, successful learning community*, working together to improve learning and teaching and to raise achievement to enable all our students to meet, with confidence, future challenges. We recognise that learners will increasingly learn alongside and with new technologies and we want them to be safe online.

Chace Community School is developing as a flexible online environment where:- - appropriate and cutting-edge resources can be accessed whenever and wherever they are needed, including from home.
- Learning is enhanced by a range of personalised opportunities using ICT both in and out of the classroom.
- students are prepared for the digital age in the workplace and further learning. **Aims**

We aim to promote online safety by:

- Setting out the key principles expected of all members of the school community with respect to the use of ICT-based technologies.
- Safeguarding and protect the children and staff
- Assisting school staff working with children to work safely and responsibly with the internet and other communication technologies and to monitor their own standards and practice.
- Setting clear expectations of behaviour and/or codes of practice relevant to responsible use of the internet for educational, personal or recreational use. - Having clear structures to deal with online abuse such as cyberbullying which are cross referenced with other school policies.
- Ensuring that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Minimising the risk of misplaced or malicious allegations made against adults who work with students.

Purpose

The purpose of this policy is to ensure that students and staff at Chace Community School understand and are protected from the risks which electronic communications can present.
● Online Safety is an aspect of Safeguarding and as such, this policy should be read alongside the Chace policy on Safeguarding, Child Protection and Confidentiality. For clarity, some aspects of our broader Safeguarding policy are re-iterated below.

● In accordance with The Children Act 2004 and new ‘Keeping children safe in education’, September 2022 the school’s paramount concern is that every child is healthy, safe, enjoying and achieving, participating fully in school, by making a positive contribution to school and the community, and achieving economic well-being.

▪ ‘Keeping children safe in education’, September 2022 makes specific reference to the role of the internet as a vehicle for abusing behaviour and The London Child Protection Procedures refer to a range of ways in which young people can be vulnerable as a result of use of the internet or social media. These include bullying, abuse and grooming for sexual exploitation or political/religious extremism.

▪ As with all aspects of Safeguarding, the school works within the framework of the London Child Protection procedures and the Enfield Safeguarding Children Partnership policies and procedures.

● All Chace staff and governors are committed to keeping children and young people safe and take appropriate action to make sure that they are safe both at home and at school:
o by establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to;
o by seeking to provide a safe environment that is conducive to learning; o by identifying children and young people who are suffering or likely to suffer significant harm;
o by ensuring children know that there are adults in the school they can approach if they are worrying;
o by providing opportunities in the Lifeskills curriculum for children to develop the skills they need to recognise and stay safe from abuse.

● The school respects the basic needs and rights of children and has an expectation that parent(s)/carer(s) also respect these rights. We recognise that all matters relating to Child Protection are confidential and are only shared with members of staff on a need-to-know basis.

● **Complete confidentiality cannot and should never be promised to the child in cases of risk/suspicion of harm**. Instead it is explained that the information disclosed may need to be shared with other professionals to help keep the child and perhaps other children safe.

● It is the school’s usual practice whenever possible to work closely with parents on issues concerning the welfare of their children. This is referred to in the Chace Home-School Agreement which is signed by parents of all students when they join the school.

● We actively seek to empower children to talk to their parents/carers about sensitive/difficult issues. Following ‘Fraser guidelines’, the school understands that if a teenage child is judged to be capable of understanding the decision they are making and capable of understanding the likely consequences of making that decision, then information is usually only disclosed to a parent with the child’s consent, regardless of parental responsibility. However, our practice is informed by the Sexual Offences Act (2003) that “children 13 years old and under are considered to be of insufficient age to give consent to sexual activity”. Nevertheless, if the child is considered to be at risk the needs of the child supersedes confidentiality.

● Except in cases of significant risk to the child, the school may seek hypothetical advice on a ‘what if’ basis from relevant professionals in making internal assessments (e.g. suspected failure to thrive) prior to formal referral.

● A statement in the school brochure informs parents and carers about our school’s duties and responsibilities under child protection procedures. Parents can obtain a copy of the

school child protection policy on request, or download it from the school website.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
• content: being exposed to illegal, inappropriate or harmful material;
• contact: being subjected to harmful online interaction with other users; and • conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Roles and Responsibilities

In order to address this increasingly important and rapidly changing issue, we have introduced the following leadership, consultation and accountability structure.

Role	Key Responsibilities
Governing Body	• Ensure the Online Safety policy is implemented, monitored and reviewed.
Headteacher	• Ensure, along with the Governing Body, that the Online Safety Policy is implemented, monitored and reviewed (annually).

Role	Key Responsibilities
Online Safety Co-ordinator	• Ensure that staff are aware of their responsibilities under the policy and are given appropriate training and support to enable them to fulfil their responsibilities. • Ensure that issues with Online Safety, are addressed within the curriculum • Lead the Online Safety Group. • Ensure the school remains “up to date” with Online Safety issues and guidance through liaison with the local authority Online Safety Office and The Child Exploitation and Online Protection (CEOP) • Ensure the Headteacher, School Leadership Team and Governors are updated as necessary, including being aware of local and national guidance on Online Safety and they are updated annually on policy developments • Ensure that students have appropriate access to education and guidance on Online Safety issues, through the curriculum, assemblies and targeted events • Ensure that training, information and guidance is available for staff, parents and governors • Ensure that incidents involving aspects of Online Safety are recorded and monitored. • Ensure that the appropriate actions are taken to address Online Safety concerns. • Ensure that information from monitoring is used to inform decisions about how best to protect members of our school community. • Ensure that a range of stakeholders is consulted as part of the on-going development of our Online Safety strategy (students, parents, carers, staff and Governors) • Ensure that all students have read, understood the Acceptable Usage Agreement in September of each academic year.
ICT Team	• Ensure the school network is safe and secure for all groups – consistent application of protocols and management and development of software • Advise the Online Safety Coordinator and Online Safety group on Online Safety issues/technology and, where necessary, to provide such guidance to the Governing Body/Leadership Team/ • Ensure that all data held on Students and staff held within school has appropriate access controls in place. • Ensure that all parents/carers have read, understood and

	completed an Acceptable Usage Agreement • Ensure that all staff have read an Acceptable Usage Agreement and sign to agree that they understand it and will abide by its terms and conditions.
Designated child protection team	• Record incidents with an Online Safety aspect to them on the school MIS system, under the category of online safety. Incident forms require staff to consider online safety aspects and those incidents with these aspects are passed to a member of the CP team.
Teachers	• Promote, model and support safe behaviours in classrooms and ensure that Online Safety procedures are followed
All staff	• Read, understand, adhere to and promote the schools policies and guidance • Ensure any digital communications with Students are conducted on a • professional level, using only platforms approved by the Headteacher (See specific references below)
All Students	• Read, understand and adhere to the student Acceptable Use Policy • Understand the importance of reporting abuse, misuse or access to inappropriate materials • Know what action to take if they or someone they know feels worried or vulnerable when using online technology • Know and understand school policy on the use of mobile phones, digital cameras and handheld devices. • Know and understand school policy on the taking / use of images and on cyber-bullying. • Take responsibility for learning about the benefits and risks of using the Internet and other technologies safely both in school and at home

Online Safety Education and Curriculum

Student Online Safety curriculum

Online Safety themes are explored in a range of subject areas; however, most of Online Safety teaching takes place within the Lifeskills. From September 2022, each student in years 7 to 9 will have a minimum of 3 lessons per year related to Online Safety issues. These lessons will be based on guidance from trusted sources of advice such as CEOP (The Child Exploitation and Online Protection Centre), the PSHE association (of which Chace are members) and themes emerging from monitoring of Online Safety incidents. All other year groups will have a similar number of lessons using form time.

We also need to recognise that young people can be exposed to extremist influences or prejudiced views, particularly those via the internet and other social media. "Schools can help to protect children from extremism and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent

needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help identify, and refer to the relevant agencies, children whose behaviour suggests that they are being drawn into *terrorism or extremism"* (Prevent Strategy). The Lifeskills programme addresses all of these issues over the 5 year programme. Post 16 also covers key topics throughout the year using form time and assemblies.

A webpage as part of the Chace website provides links to frequently updated, trusted websites which provide information and guidance about Online Safety in forms which are appealing and accessible to young people.

Staff and governor training
All staff and governors will receive formal Online Safety training at least every 2 years, as part of Basic Child Protection training.
A staff and governor Online Safety webpage is part of the Chace website and contains links to frequently updated, trusted websites which provide information, professional advice and resources.

Parent and Carer awareness and training
A Parent Online Safety webpage as part of the Chace website contains links to frequently updated, trusted websites which provide information on electronic communication for parents and carers. These sites also provide advice and guidance on how to support young people in using the internet and other communication safely.

The school will also run a parent/carers Online Safety awareness evening annually during the summer term. We will invite the parents/carers of existing students and those of students enrolling in the next academic year.

Managing the ICT infrastructure

The School Network

The security of the School network is maintained by the ICT team, under the leadership of the school IT Manager. Their role is to:
- Ensure the health of the network through the employment of appropriate anti-virus software etc. and network setup, so that staff and students cannot download executable files.
- Ensure that the filtering methods are effective in practice and that access to any website considered inappropriate by staff is removed immediately. An updated filtering and monitoring system has been put in place in line with KCSIE updates.
- Prevent student access to internet logs
- Use individual log-ins for students and all other users
- Provide advice and information on reporting offensive materials, abuse/bullying etc. available for Students, staff and parents

Internet, Email and Social Networking

At Chace we recognise that access to the internet is an invaluable learning tool and vital for effective communication. Risks are minimised by
- The supervision of students using the internet within school at all times, as far as is reasonable.

- The use of filtering which blocks sites that fall into categories such as pornography, race hatred, gaming, other sites of an illegal nature
- Ensuring all users know and understand what the “rules of appropriate use” are and what sanctions result for misuse (through induction and teaching) - Ensuring ‘blocks’ are applied to chat rooms, social networking sites, music downloads and shopping sites, except those used for specific educational purpose
- Establishing that email and internet use are not private and the school reserves the right to monitor all emails and internet usage involving the
schools IT facilities/ services
- Allocating an email address through the school domain- enabling students to access the email from school and at home
- Discouraging the use of personal email addresses, staff are instructed to use the school domain for all professional purposes
- Ensuring staff do not communicate with, or have details of, students via their personal email or social networking site account
- Ensuring that staff do not have student contact details on their personal mobile phones; except for the specific duration of a school trip/visit
- Ensuring that, where staff use Social Networking sites to communicate with students, parents and/or the wider community, the use of these sites is agreed in advance with the Headteacher and strict protocols are followed.

Passwords policy

Chace ensures security is maintained by the use of passwords in the following ways: - Staff and students are responsible for keeping all passwords private , not sharing them with others or leaving them where others may find them
- All users are made aware that it is unacceptable to log on as another user or allow another individual to log on using their password
- Staff and students are made aware that students should never be allowed to use teacher or staff logins
- On occasions when guest accounts are created for external or short-term visitors these provide temporary access to appropriate services only

Equipment and Digital Images

The following rules apply to the use of personal mobile phones and mobile devices: - Mobile devices are brought into school entirely at the individual’s own risk. The School accepts no responsibility for the loss, theft or damage of any phone or hand held device brought into school.
- No images or videos should be taken on mobile phones or personally-owned mobile devices without the prior consent of the person or people concerned.

To prevent the inappropriate use of images the following procedures are observed: - We gain parental/carer permission when students join the school for use of digital photographs or video involving their child. This ensures that parents are aware that images of their child may be used to represent the school, and opt out if they do not wish their child’s image to be used.
- We do not identify students in online photographic materials or include the full names of students in the credits of any published school produced video materials / DVDs;
- If specific student photos (not group photos) are used on the school web site, in the prospectus or in other high profile publications the school will obtain individual parental or student permission for its long term use

- Students' names are not used when saving images in the filenames or in the <ALT> tags when publishing to the school website
- The Headteacher takes overall editorial responsibility to ensure that the website content is accurate and quality of presentation is maintained

Complaints

Role of the school

The school will take all reasonable precautions to ensure Online Safety. However, owing to the international scale and linked nature of Internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on a school computer or mobile device. Neither the school nor the Local Authority can accept liability for material accessed, or any consequences of Internet access.

- Our Online Safety Coordinator Phil jones acts as first point of contact for any complaint.
- Any complaint about staff misuse is referred to the Headteacher.
- Staff and students are given information about infringements in use and possible sanctions.
- Complaints of cyberbullying are dealt with in accordance relevant policies. - Complaints related to child protection are dealt with in accordance with school/LA child protection procedures.

Investigation of complaints
The school will investigate complaints received from both internal and external sources, about any unacceptable use of ICT that involves the school IT facilities

The investigation of facts of a technical nature will be undertaken by the Network Manager in conjunction with other departments as appropriate.

Where there is evidence of a criminal offence, consideration will be given as to whether the issue will be reports to the police for them to take appropriate action. The school will co- operate with the police and other appropriate agencies as required in the investigation of alleged offences.

In the event that the investigation of the complaint establishes that there has been a breach of the standards of acceptable use, then appropriate action will be taken.

Cyber bullying
The use of the internet, email, text messages, video or audio to bully another student or member of staff will not be tolerated.

It should be noted that the use of ICT to bully could be against the law. Abusive language or images used to bully, harass or threaten another, whether spoken or written, may be libellous and contravene the Harassment Act 1997 or the Communications Act 2003.

False accusations and social media
Under Section 13 of the Education Act 2011, it is an offence to name a member of staff against whom an allegation has been made, including on social media. If there is a concern about a member of staff, that concern should be raised with the
Headteacher so that it can be addressed in the appropriate manner. Remarks made on

social media about a member of staff or references to an unproven allegation are offences.

Review and Monitoring

The Online Safety coordinator is responsible for document ownership, review and updates. The Online safety policy will be reviewed annually or when any significant changes occur with regard to the technologies in use within the school.

The GDPR and the Data Protection Act 2018

From 25th May 2018, providers must refer to the General Data Protection Regulation (GDPR). This replaces the Data Protection Act 1998 and strengthens the requirement to be clear and transparent about the use of personal and sensitive data, keep records that are accurate, relevant and up-to-date and ensure all records are kept securely and for no longer than is necessary for the purpose.

Enfield's guidance to best practice is adhered to with any incidences reported using the appropriate methods. Staff are trained in keeping passwords secure and change regularly (automated), and never to share. To lock / log off computers when away from their desks. To dispose of confidential paper waste securely by shredding. To prevent virus attacks by taking care when opening emails and attachments or visiting new websites. Working on a 'clear desk' basis - by securely storing hard copy personal information when it is not being used. That visitors should be signed in and out of the premises, or accompanied in areas normally restricted to staff. About positioning computer screens away from windows to prevent accidental disclosures of personal information. This includes not disclosing personal information on the phone, or any other method without the permission of the person or persons.

Whistle Blowing

The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email:
help@nspcc.org.uk.14

Remote Learning

If students are required to be learning remotely, there are clear expectations shared with staff, students and families about the use of camera function. Students must always have the camera off unless the teacher requests. The appropriate clothing to be worn and ay images of other students or anything personal not be in the screen area. All school lessons and registration is recorded using this function on Google Meets. For each session, the teacher must invite at least one colleague to the session, this has been done through the Google Classrooms centrally. The record function for students has been centrally disabled with the teacher only being able to record. Students should be invited by sharing the meeting code from Google Classroom or clicking the link directly on the relevant classroom tile. All staff using the school platforms for teaching or meetings are made aware that if there are any safeguarding or behaviour concerns these must be passed on to the appropriate

member of staff. If the whole school is using remote learning with staff also at home, then we have a CP email group (Chacesafeguardingteam.chace.enfield.sch.uk) where staff can

share safeguarding concerns, in addition the DSL provided a number for urgent safeguarding concerns

Advice, Support and legislation

Department for Education (DfE) (2013) Education for children with health needs who cannot attend school

https://www.gov.uk/government/publications/education-for-children-with-health-needs-who- cannot-attend-school

UK Council for Internet Safety (UKCIS) (2020) Sharing nudes and semi-nudes: advice for education settings working with children and young people

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice for-education-settings-working-with-children-and-young-people

Department for Education (DfE) (2021b) Safeguarding and remote education during coronavirus (COVID-19).

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronaviru s-covid-19

Department for Education (DfE) (2016) Alternative provision

https://www.gov.uk/government/publications/alternative-provision

Department for Education (DfE) (2019) Elective home education

https://www.gov.uk/government/publications/elective-home-education

Department for Education (DfE) (2018) Mental health and behaviour in schools

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-school s--2

Children Act 1989 http://www.legislation.gov.uk/ukpga/1989/41/contents

Children Act 2004

http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf

Working together to safeguard children (DfE 2018)

https://www.gov.uk/government/publications/working-together-to-safeguard-childr en--2

What to do if you're worried a child is being abused: Advice for practitioners (DfE 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_d

ata/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government

http://www.legislation.gov.uk/ukpga/2006/47/schedule/4

Regulation 9 of the School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

http://www.legislation.gov.uk/uksi/2009/2680/contents/made

Section 128 of the Education and Skills Act 2008 (Prohibitions, restrictions and sanctions)

http://www.legislation.gov.uk/ukpga/2008/25/section/128

Education Act 2002

http://www.legislation.gov.uk/ukpg

a/2002/32/contents

DfE 2017 Staffing and employment: advice for schools

https://www.gov.uk/government/publications/staffing-and-employm ent-advice-for-schools

NSPCC CASPAR: current awareness newsletter for practice, policy and research delivers free weekly email alerts to keep you up-to-date with all the latest safeguarding and child protection news.

https://learning.nspcc.org.uk/newsletter/caspar

Abuse or Safeguarding issue	**Link to Guidance/Advice**	**Source**
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Children and the courts	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
Drugs	Child sexual exploitation: guide for practitioners Trafficking: safeguarding children Drugs: advice for schools Drug strategy 2017 Information and advice on drugs	DfE DfE and HO guidance DfE and ACPO advice Home Office strategy Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Abuse"	Female genital mutilation: information and resources	Home Office
(so called)	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office

	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges Serious violence strategy	DfE advice Home Office Strategy