

Full name of policy:	Policy on Safeguarding and Promoting the Welfare of Children (Including the Child Protection Policy and Policy for Managing Allegations)		
Name and post of person responsible:	Johnny Clark (Deputy Head, Pastoral)		
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	Name (role):	Signature:	Date:
Written:	Johnny Clark (Deputy Head, Pastoral)		24.06.17
Ratified	Jan Balon (Head teacher)		
Ratified	Frances King (Head, Mill Hill school, and LAET governor)		

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The purpose of this policy is:

- To reinforce the obligations that all staff (whether employed by, volunteering in or in other ways associated with LAE Tottenham) have to safeguard and promote the welfare of LAE Tottenham's students.

It is the responsibility of everyone involved in the **Policy on Safeguarding and Promoting the Welfare of Children (Including the Child Protection Policy)**

London Academy of Excellence Tottenham is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

This Policy on Safeguarding and Promoting the Welfare of Children (Including the Child Protection Policy) will be reviewed annually.

1 Introduction

The Governors, Head Teacher, and staff of the London Academy of Excellence Tottenham (hereafter, LAET) fully recognise the contribution they must make to safeguarding children and promoting their welfare. All staff, including volunteers, have a full and active part to play in protecting children from harm. We believe that LAET provides a caring, positive, safe and stimulating environment which promotes the spiritual, moral, social and cultural development of the individual student.

This policy applies to every individual working for the LAET irrespective of their status or position. It therefore includes the Governors, the Head Teacher, members of the Senior Leadership Team, Heads of House and Lead Teachers, teachers, employees, consultants, contractors, trainees, volunteers, seconded staff, part-time or fixed-term employees, casual and agency staff (collectively referred to as "staff" in this policy).

Deliberately, sometimes this policy refers to the students at LAET as "children". This terminology reinforces the obligations that all staff (whether employed by, volunteering in or in other ways associated with LAET) have to safeguard and promote the welfare of LAET's students does not end on a student's 18th birthday.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as (from Keeping Children Safe in Education, 2016):

- protecting children from maltreatment;
- preventing impairment of children's 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.

Key Definitions:

- Child Protection (CP) is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- Child refers to all children and young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.
- Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.
- Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and /or failure to provide proper care. Explanations of these are given within the document.

1.1 Aims of the policy

The aims of this Safeguarding Policy are:

- To keep all students at LAET safe;
- To act in the best interest of the child;
- To ensure effective multi-agency collaboration on safeguarding students from harm;
- To support each child's development in ways that will foster security, resilience, confidence and independence;
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and to emphasise the need for good levels of communication between all members of staff, as between themselves and with senior leadership;
- To develop a structured procedure within LAET which will be followed by all members of the school community in cases of suspected abuse and to foster an environment and culture where those procedures will be readily invoked;
- To develop and promote effective working relationships with other agencies, especially the police, Prevent and Social Services;

1.2 Other policies

This policy should be read in conjunction with LAET's policies about Behaviour, Health and Safety, preparing for life in modern Britain, Anti-Bullying, Whistleblowing, Teacher Recruitment and Selection, Sex and Relationships Education, Attendance and Punctuality, Supporting Students with Medical Conditions and Educational Visits.

Bullying and racist incidents: Staff should understand that, in dealing with allegations or incidents of bullying, it may be necessary to invoke safeguarding procedures. Detailed guidance on bullying and racist incidents and the procedures to follow are provided in LAET's Anti-Bullying Policy. A record is kept of all bullying and racist incidents.

Health & Safety and Educational Visits: The policies on Health & Safety and Educational Visits, set out in separate documents, reflect the consideration we give to the protection of children both within LAET's environment and when away from LAET when undertaking school trips and visits.

2 Legal Framework

LAET is aware of its obligation to make arrangements to safeguard and promote the welfare of students at the school as set out in Sections 157 and 175(2) of the Education Act 2002, and is written with due regard to the national guidance published by the DfE (updated September 2016) entitled "Keeping Children Safe in Education" and "Working Together to Safeguard Children" (HM Government, March 2015). The policy also follows the guidance on "Information Sharing" (HM Government, March 2015) and "What to do if you are worried a child is being abused" (HM Government, March 2015). The policy is written with due regard to "Safeguarding children and young people and young vulnerable adults" (OFSTED February 2015).

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Haringey Local Safeguarding Children Board are available from <http://www.londoncnp.co.uk/>.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school. This policy is available to all parents either in hard copy or from our website: www.laetottenham.ac.uk.

LAET will monitor developments of the Disclosure and Barring Scheme, and incorporate any future guidance without delay.

3 Responsibilities

Chair of Governors:	Gill Aitken
Safeguarding Governor:	To be confirmed
Head Teacher:	Jan Balon
Designated Safeguarding Lead:	Johnny Clark (Deputy Head, Pastoral)
Deputy Safeguarding Lead:	Juliette Massey-Smith
Additional responsibilities for promoting Safeguarding will be picked up by the Pastoral Support Manger:	Paul Spraggs

The legal responsibility for safeguarding and promoting the welfare of children lies with the Governors who are responsible for policy. They undertake an annual review of LAET's policies and procedures (in the Summer Term or more frequently as required and consider how LAET's duties have been discharged. The Head Teacher and the staff are responsible for implementation.

3.1 Role of Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead with lead responsibility for dealing with child protection issues and liaising with other agencies is Johnny Clark, Deputy Head (Pastoral). The DSL is assisted by and work closely with the Deputy Designated Safeguarding Leads. The role of the Designated Safeguarding Lead follows the responsibilities as laid out in Annex B of Keeping Children Safe in Education (September 2016) and covers the three main areas of managing referrals, training and raising awareness. The safeguarding

team is promoted throughout the school through the medium of assemblies, posters in all toilets and posters in prominent locations that include photos of the team.

The Designated Safeguarding Lead is responsible for:

- Adhering to the London Safeguarding Children Board, LA and LAET procedures with regard to referring a child if there are concerns about possible abuse;
- Keeping accurate records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from general student records;
- Ensuring that an indication of further record-keeping is marked on the student records;
- Ensuring that any student currently on the child protection register who is absent without explanation for two days is referred to Social Services. In such a case, where the child is not at morning registration, contact is made as soon as possible to find out what explanation is given for absence. Depending on the response received, a referral will be made more urgently;
- Consider whether the child has suffered, or is likely to suffer significant harm;
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan;
- Confirm whether any previous concerns have been raised by staff;
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parents' possible actions or reaction;
- Seek advice if unsure that a child protection referral should be made.
- Being clear about the role of the Channel and be in close contact with the local authority, Prevent and Channel when needs be,
- Ensure that staff are given updated training on preventing radicalisation and extremism as part of the yearly CPD cycle

The Designated Safeguarding Lead will decide whether or not to make a referral to Haringey's Triage Service. Guidance on how we make these requests to the Triage Service for either support or protection can be accessed here:

<http://www.haringey.gov.uk/children-and-families/childrens-social-care/child-protection>

If a referral is not considered appropriate at that stage, the Designated Safeguarding Lead will make full written records of the information that they have received detailing the reasons for their judgement that the matter was not referred to the Local Authority.

4 Procedures

LAET's child protection procedures and procedures for dealing with allegations of abuse are in accordance with locally agreed inter-agency procedures. They are set out below.

4.1 Training

4.1.1 New staff

All new members of staff and volunteers, including Governors, are provided with a copy of our safeguarding policy, that includes child protection procedures, missing children policy and social media policy as part of

their induction into LAET. They receive level 1 safeguarding training by a member of the safeguarding team on or before the first day of employment.

All staff, including Governors, will be issued with Part 1 of Keeping Children Safe in Education, including Annex A, and will acknowledge they have read, understood and commit to implement this. This is recorded in the SCR. In addition, all new staff will be issued with:

- Staff code of conduct
- Staff acceptable use of ICT policy

4.1.2 Designated Safeguarding Lead (DSL)

The DSL and Deputies attend Level 3 Safeguarding training in advance of beginning the role, and then every two years to refresh their knowledge. This is recorded on the SCR with a certificate kept on the HR record.

4.1.3 On-going training

All full-time members of staff, including business, technical and administrative staff, are given training (at whole school in-service training days and professional development sessions) every year in order to develop their understanding of the signs and indicators of abuse and to know how to respond to a student who discloses abuse. A record of this training is kept by the PA to the Head Teacher/Office Manager and recorded on the SCR.

Part-time teachers and volunteers are informed of the arrangements for child protection, including the procedure for reporting allegations. Part-time staff are required to attend in-service training in child protection every year.

Annual safeguarding training will include:

- The overarching safeguarding policy
- The child protection policy
- The staff code of conduct
- Information on the role of the DSL
- Awareness of the early help process
- Information sharing
- Safeguarding in specific circumstances
- The MO of sex offenders

Please see Appendix 9 for a list of all annual safeguarding training.

4.2 Informing parents / carers

Parents / carers are made aware of the responsibilities of staff members with regard to child protection procedures within the student handbook, updated annually. A copy of this policy is also made available to parents on the website and on request, and this is explained at least annually to parents.

4.3 Safer recruitment

LAET carries out all the required checks on staff in line with guidance laid down in *Keeping Children Safe in Education (2016)*. LAET's Recruitment and Selection Policy gives details of the pre-employment checks undertaken by the School for the suitability of potential employees to work with children; this is also available from the Head Teacher's office in response to legitimate safeguarding-related enquiries. The Head Teacher's office holds the list of senior staff that have completed Safer Recruitment training, via an approved training provider.

Please refer to the Recruitment and Selection Policy for further details of safer recruitment.

4.3.1 Volunteers

Volunteers are provided with a copy of this policy (for which they must sign to indicate that they have received, read, understood and commit to implement it) prior to undertaking any activity where they will have access to children (e.g. accompanying school trips) which highlights their responsibilities and the policy as it relates to them. The Deputy Head (Pastoral) will have regard to the guidance in *Part 3 of Keeping Children Safe in Education (2016) on Safer Recruitment* in deciding whether a DBS Disclosure should be obtained in respect of a volunteer.

4.3.2 Other staff working with LAET students

LAET requires appropriate checks to be made on staff employed by other organisations working on the school site and likely to have unsupervised access to children. LAET's Educational Visits Policy requires trip organizers to check with other organisations (e.g. residential centres, museums) to verify that their

employees working with our students have undergone satisfactory checks on their suitability to work with children.

4.4 Allegations against staff or volunteers

LAET will follow the procedures as set out in part 4 of Keeping Children Safe in Education (2016). A flowchart for responses to allegations can be found in Appendix 8.

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in LAET has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This part of the guidance relates to members of staff regardless of whether LAET is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

4.4.1 Definitions

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

4.4.2 Local arrangements in LAET

The following details the local arrangements at LAET for any allegation involving a member of staff or a volunteer.

All staff and volunteers must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or volunteers. **If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform, as appropriate, either the Head Teacher or in his absence, the Deputy Head (Pastoral) or Deputy Head (Academic).**

- If the allegation made to a member of staff or volunteer concerns the Head Teacher, the DSL will directly inform the Chair of Governors, Gill Aitken, who will consult with the Haringey LADO.
- In cases of serious harm or if the allegation indicates a criminal offence, the police will be informed from the outset and parents informed (of both the student being complained about and the alleged victim).
- Parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of affected students.
- Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling if desired.
- Suspension of the individual subject to the allegation will not be automatic and will only be applied if there is no reasonable alternative. The reasons and justification for such a decision will be recorded by LAET and the individual will be notified of the reasons.

- Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures and following the guidance on internal investigations in the school's Behaviour Policy.
- In cases where a child may have suffered significant harm, or there may be a criminal prosecution the DSL will work with social services to provide support that may include counselling.
- Allegations that are found to be malicious will be removed from personnel records and any that are unfounded or malicious will not be referred to in employer references.
- Students who are found to have made malicious allegations will be subject to LAET's Behaviour Policy and, after investigation, sanctions may include exclusion, in addition to a referral to the police if there are grounds to believe that a criminal offence has been committed.

4.4.3 Confidentiality

LAET will maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

4.4.4 Allegations of abuse and instances of abuse by one or more students against another

LAET's Behaviour Policy make clear the expectations on students of acceptable behaviour towards other students. Where a student (or a member of staff or a volunteer) makes an allegation about the behaviour of a student or students against another student, and this is deemed to be or could be deemed to be a form of abuse, the allegation must be reported to the DSL. S/he will take advice from the appropriate Local Authority Social Services team in putting in place the measures necessary to safeguard the student; this may mean involving external agencies.

4.4.5 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

4.4.6 Reporting to the Secretary of State

LAET will report to the Secretary of State, via the DSL, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

4.5 Safeguarding Systems

4.5.1 Pastoral system

The school runs a House and Tutor system. Each student is a member of a House and has a Tutor within this House. They see their Tutor every day for registration, regularly for academic mentoring and every week for a PSHE lesson. The Tutor is a central point for all wellbeing issues for the student. The Head of House has an overview of the student's welfare in the House and the Deputy Head (Pastoral) and Deputy Safeguarding Leads have an overview of all students' welfare.

4.5.2 Reporting system

Appendix 7 shows a flow chart for reporting concerns. If a staff member has a concern about a students' welfare, they immediately complete an alert using the school's paper reporting system. Appendix 11 is

our 'Raising concerns' form. This should be stored on the shared drive for any member of staff to access, as well as used during staff training at the start of the year. This form is also printed and freely available for all staff in the staff-room. The form asks for the following details:

- Name of student
- Description of the incident
- Type of incident [Health issue, extremism concern, bullying incident or other]
- Whether the Designated Lead has fed back to the person raising the concern
- The views of the student

Once filled in, all staff must be clear that they are then responsible for two things:

1. Handing the completed form directly into the hand of the DSL or DDSL – not, emailing it or placing it in a pigeon hole, and;
2. Sending an email to state a concern has been raised to safeguarding@laetottenham.ac.uk – this is to ensure that all members of the safeguarding team all immediately alerted, ensuring that no case is ever dealt with by one individual alone.

The safeguarding team meet weekly to review the open case files and decide appropriate actions. A decision to close a case is always taken jointly.

Once filed, our form allows for the anonymising of all names, so the appointed safeguarding governor can scrutinise the safeguarding logs termly without a breach of confidentiality.

The school has a culture wherein all concerns, however small, are encouraged to be logged and passed on.

4.6 Supporting students who have suffered or at risk of suffering significant harm

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

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within LAET;
- Providing counselling via the school counsellor, local support agencies or referring to CAMHS as appropriate
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Ensuring that children have access to a source of counselling, either at LAET or through an outside agency;
- Notifying Social Services as soon as there is a significant concern, after discussion with
- the Haringey Safeguarding Assessment Team or the appropriate LA for the student concerned.
- Providing continuing support to a student who leaves LAET about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the student's new school or university.
- Gaining assurance that the employees of any other organization supervising students on a different site have undergone the necessary checks;
- All staff immediately passing concerns on the DSL through the online alert system.

4.7 Supporting Staff

We recognise that staff working in LAET who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. The school counsellor is also available to provide counselling for staff.

4.8 Review and reporting

Procedures are reviewed termly by the DSL and updated as required. The DSL reports termly to the Governors at the end of the Spring Term (and more frequently where required) on child protection procedures. A copy of this report is shared with the Local Authority Children's Services. A termly report on matters relating to student conduct, bullying and child protection is prepared by the DSL and reported to the Head Teacher and Governors. The DSL is responsible for ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay. Safeguarding and Welfare is a standing item on all staff and leadership team meetings, and staff are encouraged to bring any matters

of concern to the attention of the DSL without delay. The DSL will review the Safeguarding Policy termly, and it will be revised as necessary. The basis for, and nature of, any changes will be published to all staff, and parents / carers or students as appropriate.

5 Confidentiality

We recognise that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The Head Teacher or DSL will disclose any information about a student to other members of staff only on a 'need to know' basis. However, all staff must be aware that they have a professional responsibility to share information with other agencies, through the defined LAET channels, in order to safeguard children. In the case that staff feel that a child remains to be suffering or at risk of suffering significant harm, they may make a direct referral to social services. All staff must be aware that they cannot guarantee confidentiality to a child when listening to any disclosure since an issue may need to be referred on.

In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

5.1 Sharing information

LAET follows the March 2015 HM Government advice on Information Sharing. The seven 'golden rules' for sharing information are:

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see appendix).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with who and for what purpose. The most important consideration is whether sharing information is likely to safeguard and protect a child. The following principles will be considered whenever information is shared. See Appendix 10 for further guidance on information sharing.

6 Prevention

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

- Immediately pass on all concerns, no matter how small and not assuming that someone else has already passed it on;
- Have regard that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with LAET's students on another site (see LAET's Educational Visits Policy);
- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- Ensure that all children know there is an adult in LAET whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for safeguarding education which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

7 Single Central Record (SCR)

The school maintains a Single Central Record (SCR) that includes a record of all statutory checks on all staff as set out in Keeping Children Safe in Education and the School Staffing Regulations. Included in the SCR is details of the latest safeguarding training each staff member has attended and, separately, the latest Prevent training attended. Each academic year, or at induction, all staff sign to acknowledge they have read and understood the latest version of Keeping Children Safe in Education and the school's safeguarding policy. The SCR records that this has been complete.

The SCR is scrutinised termly by the safeguarding governor and regularly updated by the PA to the Head Teacher.

8 Supervision and visitors

8.1 Supervision of students in the building

The school building is open to students from 7.30 am to 6pm. From 5pm all Students in the building are in the library only. During these times the building is supervised, with at least one member of SLT on site.

During break time and lunch time staff supervise all areas of the school through a duty rota. The areas that are covered are the Dining area, reception, library, and study areas.

Students may study unsupervised in a lesson, providing that there are no Health and Safety risks to this.

The school's guidelines are that unsupervised time in lessons should be limited to no more than 5 minute intervals.

8.2 Lanyards

All students and staff at LAET wear a lanyard, with the colour of the lanyard indicating their role.

Anyone not wearing a lanyard, or in the case of a visitor a badge, will be challenged and shown to reception (see 8.5). Colour of lanyards:

Yellow = DBS checked staff member

White = DBS checked Governor

Blue = Enrolled student

Red = Non-DBS checked visitor (supervised at all times)

Green = DBS checked visitor / volunteer

Purple = DBS checked member of the Tottenham Foundation, using our building in year 1

8.3 Visitors

All visitors to LAET sign in at reception on the electronic Inventory system, where a photo is taken. They confirm on the system that they have read, understood and agree to implement the school's child protection and safeguarding policy. The visitor receives a printed badge with their name and photo

that they wear at all times. They are met at reception by a member of staff and are not unsupervised at any time in the building. Regular visitors to the school must have a DBS clearance.

8.4 Visiting speakers

LAET has an extensive Lecture programme, with visiting speakers also a part of the assembly programme, clubs and societies and enrichment of departmental curriculum. LAET actively safeguards against the risk of harm from external speakers. All visiting speakers are vetted through open source checks, with a record of the checks kept by an office administrator. Prior to a talk, speakers sign an agreement to promote the Core Values of the school (appendix 6).

LAET will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values and our school values;
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students.

8.5 Unknown/uninvited visitors

- Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.
- They should then be escorted to reception to sign in using Inventory and be issued with an identity label.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Head Teacher or member of SLT should be informed immediately.
- The Head Teacher and/or members of the SLT will consider the situation and decide if it is necessary to inform the police.
- If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

9 Safeguarding & Child Protection in Specific Circumstances

9.1 Categories of abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment

- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

All Staff read Part 1 of Keeping Children Safe in Education (Appendix 1) that has detailed information about specific issues.

9.2 Preventing radicalisation

The school recognises there is a safeguarding duty to protect students from the dangers of extremism and radicalisation. The DSL is the central point of contact for the Local Authority Prevent co-ordinator. Responsibilities for staff enacting the Prevent strategy can be found in Appendix 10.

9.2.1 Definitions

- a. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- b. Extremism is defined by the Government in the Prevent Strategy as:
 - i. Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
 - ii. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- c. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:
 - i. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - ii. Seek to provoke others to terrorist acts;
 - iii. Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - iv. Foster hatred which might lead to inter-community violence in the UK.

9.2.2 Legislation

- Counter-Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014)

9.2.3 Curriculum

We are committed to ensuring that our students are offered a broad and balanced curriculum that prepares them for life in modern Britain. We encourage our students to be independent thinkers who are open to new experiences and are tolerant of others. LAET is a values based learning community. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

9.2.4 Safeguarding

The school actively safeguards students by:

- Promoting the school's core values of Academia, Citizenship, Endeavour and Reflection
- Promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs within the PSHE programme and within each curriculum
- Providing students with the opportunity to learn how to discuss and debate points of view
- Ensuring all students are valued and listened to within the school through a strong personal Tutor system, proactive safeguarding team and a strong student voice
- Developing critical and independent thinking skills within each subject
- Actively challenging extremist and discriminatory views
- Identifying and supporting students at risk of being isolated
- Working in liaison with Prevent by referring students identified as vulnerable or at risk to extremist ideology
- Training all staff on the importance of identifying indicators of children and young people being radicalised and the importance of reporting all concerns immediately to the DSL
- All staff and governors receive an annual training run by Prevent.
- All students participate in a series of PSHE lessons annually on radicalisation, extremism and digital resilience
- The school's safeguarding systems provide a clear pathway to pass on all concerns.
- The Pastoral Support and Student Services Manager runs a weekly check for references to the school that may flag extremist ideology using <http://www.social-searcher.com/>
- Ensuring that all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire the premises behave in accordance with the LAET's Staff Policy of challenging the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult
- Including British Values questions as part of the safer recruitment process.

9.2.5 Indicators of vulnerability to radicalisation

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- a. Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- b. Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- c. Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- d. Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- f. Learning Support Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- a. Being in contact with extremist recruiters;
- b. Accessing violent extremist websites, especially those with a social networking element;
- c. Possessing or accessing violent extremist literature;
- d. Using extremist narratives and a global ideology to explain personal disadvantage;
- e. Justifying the use of violence to solve societal issues;
- f. Joining or seeking to join extremist organisations; and
- g. Significant changes to appearance and / or behaviour;
- h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

9.3 Female Genital Mutilation (FGM)

LAET recognises the mandatory duty under the Serious Crime Act 2015 to report to police any instance where they 'discover' that FGM has been carried out on a girl under 18 and the right of anonymity for victims. Any concerns of FGM should be passed to the school's Designated Safeguarding Lead in addition to reporting directly to the police. (It is important to note that teachers will become aware of FGM by disclosure, not through physical examination.)

LAET is also aware that the Female Genital Mutilation Act 2003 criminalises FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison. 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.

9.3.1 Indicators of FGM

There is a range of potential indicators that a girl may be at risk of FGM, detailed out in Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016):

- a girl or woman asks for help;
- a girl or woman confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- there are prolonged or repeated absences from school or college

- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl or woman is reluctant to undergo any medical examinations;
- a girl or woman asks for help, but is not be explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.

This is not an exhaustive list of indicators.

9.4 Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

9.5 Forced Marriage

Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage':

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/publications>

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/underage sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

9.6 Missing Children

9.6.1 Missing from school

The procedure for reporting absence is detailed in the Attendance Policy.

The Pastoral Support Manager is aware of all students who are LAC or on a CP plan and will inform the DSL immediately if there is a day of unexplained absence. The DSL will immediately inform the student's social worker.

If the school has any reason to be concerned about the safety of the student the DSL will immediately contact social services.

If a parent contacts the school concerned about the whereabouts of their child. The school will:

1. Establish whether the student is in the building
2. Contact the friends of the student to see if they are aware of their whereabouts
3. Advise the parents to contact the police if no contact can be made during the day the student is missing

When a student has been referred to the police and / or social services, the DSL will remain in contact with the authority and support them with any investigation.

Should it become possible that the missing student may have suffered serious harm, staff will be briefed by the DSL and informed what to say to their Tutees. If necessary, additional counselling will be arranged with the school counselling service.

All media contact will go through the Head Teacher.

9.6.2 Missing from a School Trip

The following action will be taken by the Trip Leader for a student missing from a school trip:

1. Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing student.
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially securing the venue.
3. Other students and staff might phone the student's mobile number (staff leading the trip will have a full list of contact details for the pupils on the trip)
4. The DSL should be informed if the student is still missing.
5. A strategy would be agreed with the DSL, which may involve returning the rest of the group to school, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and ideally occupied.
6. The DSL will phone the student's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school.
7. Depending on the precise circumstances, either the DSL or the staff with the group would call the police to notify them of a missing student. Precise information, timings and descriptions should be readily available before making this call.
8. If the DSL is not available, staff should call reception and ask for the Deputy Head (Academic).
9. The Deputy Head (Academic) will inform the Head Teacher if the student is not quickly found.
10. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.

If the student is a LAC or on a CP plan, the Designated Safeguarding Lead will inform the Haringey Children Safeguarding Board. The school will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the Head Teacher, Chair of Governors and Insurers would be informed. If the student is injured, a report would be made under the Health and Safety reporting system.

9.6.3 Travel

All staff are trained to be alert to specific risks of students missing due to travelling to conflict zones, FGM or forced marriage. If there is any suspicion of this risk, the DSL will immediately contact the Police and Haringey Social Care and/or Prevent team.

9.6.4 Action to be taken by staff once the student is found

1. Talk to and take care of the student, as necessary.
2. Speak to the student to ensure that they understand what has happened and what will now happen.
3. A senior teacher will speak to the student's parents to explain what happened and what action was taken.
4. It may be necessary for an investigation or review to take place. This should always involve taking written statements from those involved. Specific details should be given: date, time, place, numbers of staff and students, the purpose of the visit, length of time the pupil was missing, any lessons for the future.
5. All media queries should be referred to the Head Teacher.

9.7 Peer on peer abuse

Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". The Behaviour Policy and Anti-Bullying Policy details out the expectations of behaviour and the robust

response to any reporting of alleged peer on peer abuse. The victim of alleged abuse will be supported through the offer of school counselling and through the school's pastoral system. Sexting is included as part of peer on peer abuse and is included in the e-safety education that all students receive.

9.8 Honour-based violence

The school is alert to the risk of honour-based violence. We take honour based crime very seriously and will assess the risk on an individual basis sensitively and confidentially, referring all cases of suspected honour-based crime to the police. We will provide support for the victims of alleged honour-based crime through the offer of school counselling and through the school's pastoral system.

9.9 SEND students

The school understands that additional barriers may exist when recognising the abuse of pupils with SEND. The school's SEN and Learning Support Lead works closely with the safeguarding team to identify any concerns.

9.10 Early help

Identifying concerns at the early stage will allow interventions and support to avoid a student being at more serious risk of harm. This is known as early help. Early help may involve supporting a student and a family access universal services (counselling, advocacy, GP, Housing etc). Early help may involve low-level mentoring on issues such as anxiety or organisation with a Tutor.

Tutors and Heads of House are provided support and supervision for Early Help provision that is tracked and monitored using the school's online safeguarding software.

10 E-Safety

10.1 Introduction

LAET takes seriously our duty to safeguard students from the risk presented by the internet. The advancement of digital technology, such as portable devices, online gaming and social networking sites, has led young people prone to risks associated with the access of inappropriate material, pornography, radicalisation cyberbullying and communicating with strangers. LAET educates students about e-safety and what to do if they see something inappropriate online and the procedure to follow. This policy is written in due regard to the Prevent guidance published as part of the 2015 Counter-terrorism and security bill. This policy should be seen in conjunction with LAET policies on Behaviour, PSHE, ICT acceptable use, student handbook and staff code of conduct.

LAET recognises that ICT and the internet are fantastic tools for learning and communication that can be used in school to enhance the curriculum, challenge students, and support creativity and independence. Using ICT to interact socially and share ideas can benefit everyone in the school community, but it is important that the use of the internet and ICT is seen as a responsibility and that students, staff and parents use it appropriately and practice good e-safety. It is important that all members of the school community are aware of the dangers of using the internet and how they should conduct themselves online. E-safety covers the internet but it also covers mobile phones and other electronic communications technologies. We know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations or actions online, webcam filming, photography or face-to-face meetings. There is a 'duty of care' for any persons working with children and educating all members of the school community on the risks and responsibilities of e-safety falls under this duty. It is important that there is a balance between controlling access to the internet and technology and allowing freedom to explore and use these tools to their full potential. This policy aims to be an aid in regulating ICT activity in school, and provide a good understanding of appropriate ICT use that members of the school community can use as a reference for their conduct online outside of school hours. E-safety is a whole-school issue and responsibility.

10.2 Monitoring

LAET robustly monitors the use of the school network by both staff and students. When a key word is typed, a screenshot and alert is generated. This is checked daily by the Pastoral Support Manager who identifies risks under the categories of safeguarding, behaviour and reputational.

The school uses web filtering software that blocks access to harmful websites.

The Pastoral Support Manager completes a weekly check of key words related to the school online using the website: www.social-searcher.com. Results are logged and categorised under safeguarding, behaviour and reputational.

10.3 Acceptable Use of ICT

All students sign an acceptable use of ICT policy, that is stored on their school record. Cyber-bullying by students will be treated as seriously as any other type of bullying and will be managed through our behaviour and anti-bullying procedures which are outlined in our behaviour for learning and anti-bullying policies.

10.4 E-safety education

Students receive e-safety education delivered through the PSHE curriculum and assemblies. All students complete an extended research project in their first term at LAET that includes taught lessons on critically evaluating online content.

10.5 Searching electronic items and school email accounts

Details on the school's power to search is detailed in the Behaviour Policy.

10.6 Photographs and videos

Students sign a consent agreement for the use of any images and videos by the school. Student names will never be published externally with their photographs.

10.7 Social media

The increasing accessibility and engagement with social media applications provides numerous offers to engage, communicate and market a brand in new and exciting ways. Use of social networking has implications for our duty to safeguard young people. It is important that all staff engage with social media professionally and appropriately, ensuring our reputation, legal responsibilities, school duties and position in the local community are protected.

The purpose of this policy is to:

- Establish a framework in which social media engagement is effective
- Protect the school from legal risk
- Ensure the reputation of the school, its staff and governors is protected
- Safeguard all children
- Ensure users are able to distinguish where information provided via social media is legitimately necessary and representative of the school

The list is not intended to be exhaustive. Above all, staff must act professionally at all times and must not, through their interactions with social media, bring the school into disrepute.

10.7.1 Definitions and Scope

Social media applications include, but are not limited to: blogs, online discussion forums, sharing services, 'microblogging' applications, networks and online gaming environments. Examples include Twitter, Facebook, Windows Live Messenger, Tumblr, YouTube, Xbox Live and comment streams on public

websites (such as comments on newspaper articles). The principles of this policy also apply to other types of online presence, such as virtual 'worlds'.

All members of the LAET community should remember that information they share through social media applications, even when in private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation.

Members of the LAET community should be aware that they have no reasonable expectation for information on social media to be private even if comments are made outside of working hours, the employees profile page does not mention the employer/school and the employee/student has set their privacy settings so that only their friends have access to the page. Any cases of misconduct will be followed through the disciplinary systems.

10.7.2 Personal use of Social Media

- School Staff will not invite, accept or engage in communications with parents or children from the school community through any personal social media use whilst employed by the London Academy of Excellence (LAET).
- Communication received from students on any personal social media sites must be reported to the DSL.
- Any inappropriate communications involving any students or Staff through any social media must be reported as above.
- Staff should set all privacy settings to the highest possible levels on all personal social media accounts.
- Staff should not communicate with any members of the school community on school business from their personal email account, nor should any be accepted.
- Where possible, all email communication between staff and members of the school community on school business should be sent from an official school account. Line managers must be copied into email communication where this is not possible. The Head Teacher should copy the Deputy Head (Academic) or another staff member where the communication is relevant to their role.
- Staff and students should avoid posts or comments that refer to specific, individual matters related to the school and members of its community on any social media accounts.
- Staff and students must consider the reputation of the school when posting comments related to the school on any social media accounts.
- Staff should not accept any connection, communication or engagement with any current student, or any former LAET student under the age of 18 as a 'friend', 'follower', 'subscriber' or similar on any personal social media account.

10.6.3 School Sanctioned use of Social Media

There are many legitimate uses of social media within the learning curriculum which can support a student's development, as well as for marketing purposes. For example, departments may wish to set-up Twitter accounts or use online blogs in academic projects.

When using social media for educational purposes, the following practices must be observed:

- Staff must set up a distinct, separate dedicated social media account for educational purposes. This should be entirely separate from any personal social media accounts held by members of staff, and linked to a school email account.
- The URL and/or name of the account must be shared with the DSL and relevant line manager before the site is made accessible to students.
- The content of any school-sanctioned social media site must be relevant, professional and reflect LAET in a positive manner.
- Where photography is used, full names or other personal details of students must not be shared. Where a photograph of an individual or small group is being taken, students withhold the right to opt out of being included at that time.
- Links to any external sites must be appropriate and safe.

- Any inappropriate comments on, or abuse of, school-sanctioned social media must be immediately removed and reported to the Marketing and Admissions Officer, Deputy Head (Pastoral) and relevant line manager (where applicable).
- Staff should not engage with any direct messaging of students through social media where the message is not public.
- All social media accounts created for educational purposes should include, where possible, a link to the official LAET website homepage or LAET's ICT Acceptable Use policy. Any staff that wish to set up a social media account should inform The Business Director to ensure it is appropriate.

11 Policy on promoting the welfare of Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ) students

LAET aims to:

- ensure Staff are dealing with LGBTQ matters inclusively and sensitively
- provide an inclusive environment for any LGBTQ student
- ensure all students are aware of and educated on issues of LGBTQ

11.1 Legislation

Data Protection Act 1998 (UK): LAET will comply with the Data Protection Act regarding the storing and sharing of all information regarding a student's LGBTQ status. Information about a person's LGBTQ status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.

The Human Rights Act 1998: The following Articles from The Human Rights Act 1998 support the rights and needs of LGBTQ people:

Article 8: right to respect for private life and family life

Article 10: freedom of expression

Article 14: the prohibition of discrimination

The Gender Recognition Act 2004: The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

Equality Act 2010 (Great Britain): The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, which include and Sexual Orientation. Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to School and young people.

11.2 LGBTQ Network

LAET has a student led network that has the aims of making LAET an inclusive environment, raising awareness of LGBTQ issues and raising funds for LGBTQ causes.

11.3 Bullying

LAET has zero tolerance towards any bullying including homophobic or transphobic bullying. Any reported bullying will be swiftly followed up as detailed in the anti-bullying and behaviour policies.

11.4 Education

The issues around LGBTQ are explored through the school's PSHE programme each year. Staff receive annual equalities training that include training on sensitivities towards LGBTQ students.

11.5 Confidentiality

All students have a right to privacy. This includes the right to keep private one's sexuality, trans status or gender nonconforming presentation at school. Information about a student's sexuality, trans status, legal name, or gender assigned at birth also constitutes confidential medical information. LAET will not disclose

information that may reveal a student's sexuality, transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the student has asked them to do so. Staff should not discuss the sexuality of or trans young people outside of school with friends and others, even when making no particular reference to their name or personal details.

LGBTQ young people have the right to discuss and express their sexuality or gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a LGBTQ young person, school personnel will use the child or young person's legal name and the pronoun corresponding to their gender assigned at birth unless the student has specified otherwise.

11.6 Uniform

LAET has a non-gendered uniform policy that does not discriminate against a transgender, transsexual or gender dysphoric persons.

12 Monitoring and Review

The DSL will continually monitor our child protection and safeguarding practices and bring to the notice of the Head Teacher and governors any weaknesses or deficiencies. The DSL will provide an opportunity for the student council and staff to feed into and shape the policy.

The Governing Body has a duty to remedy any weaknesses that are identified.

An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the Designated Safeguarding Lead
- The training that has been undertaken by all other staff and volunteers
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The Governors, Head Teacher and Designated Safeguarding Lead will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year. Our Policy will be reviewed annually with Governors.

	Name	Date	Role
Written	Johnny Clark	29/6/17	Deputy Head (Pastoral)
Ratified			

Appendix 1: Keeping Children Safe in Education September 2016

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989³ that may follow a referral, along with the role they might be expected to play in such assessments.⁴

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

23. See page 9 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**⁵, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.⁶

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

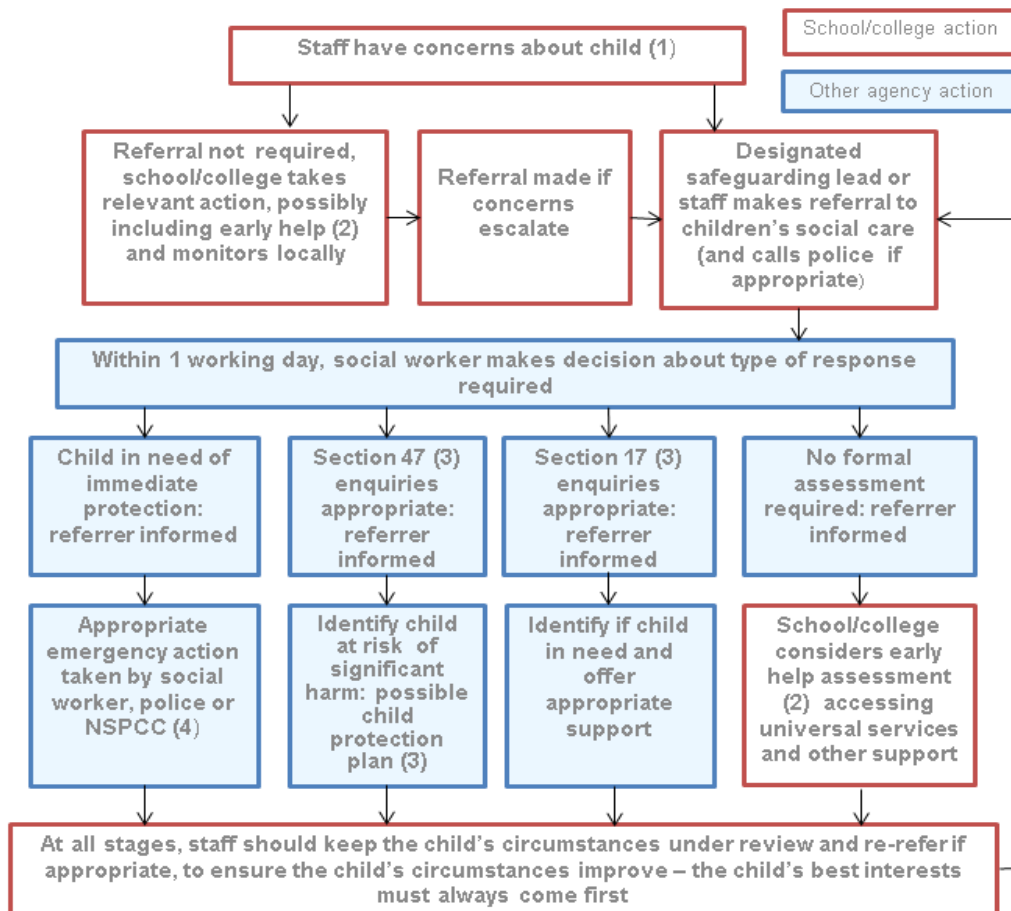
32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.uk⁷

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

39. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and

emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#) • [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Appendix 2: Guidance to staff

In order that staff do not place themselves or students at risk of harm or of allegations of harm to a student, staff must take care always to act in accordance with the following. This is a summary of and not a substitute for the procedures as detailed out in the safeguarding policy.

In these notes, "student" means all students enrolled at LAET from the date of our receipt of their application to join LAET until after they have collected their exam results AND/OR have started attending another school/ institution (e.g. university).

- Staff should avoid all situations where an adult is on his/her own with a student unless necessary and, in such situations, ensure that there is easy sight of the classroom (no closed doors) and that there is another member of staff or support staff in the vicinity.
- Staff should not give lifts to students, particularly one-to-one, other than in an emergency. The Deputy Head Teacher (Pastoral) or the Head Teacher must be informed.
- Staff should not have out-of-school contact with students in any circumstances apart from on an organised, risk assessed, educational visit/school trip.
- Please seek advice from the Deputy Head Teacher (Pastoral) if a student's need to speak to you seems out of the ordinary or makes you feel uncomfortable.

Email, mobile phones and social networking

Please refer to the ICT Acceptable Use Policy (Staff) for detailed guidance.

Normal professional duties may include:

- Email receipt of homework and teacher acknowledgement.
- Email receipt of UCAS material and teacher comment/suggestions.
- Text messages or calls to student mobile phone numbers from a school phone while on a school trip/visit from a school mobile to aid communication /safety.
- Text messages or calls to students from a school phone to chase up punctuality issues/ clarify whereabouts e.g. valid Health and Safety/ Child Welfare concerns.

Electronic communication must never cross the boundary between normal professional conduct and abuse of trust, befriending or grooming.

The key principles are:

- Use an LAET issue mobile phone for trips/ visits.
 - Staff should never use a student's personal email address for electronic communication; only the LAET address should be used.
 - Staff should use their LAET email account for any communication with a student. Do not use your personal email address.
 - Email contact must be formal and professional.
 - Staff must copy in a relevant member of staff (e.g. Head of House/Lead Teacher).
 - Staff should not text students, and should call students only from a landline telephone in the LAET building unless there are exceptional circumstances.
 - Students' numbers should not be stored on a personal mobile and students should not have access to teachers' personal mobile numbers.
 - Staff should not collect students' mobile telephone numbers except in the context of a planned, risk assessed trip or in exceptional circumstances*.
 - An LAET-issued mobile should be used to make contact with a student on a trip or school outing unless there are exceptional circumstances*.
- * The Deputy Head (Pastoral) should be informed as soon as possible if such a circumstance has arisen.

Facebook/ Social Networking Sites

- Consider carefully the public nature of such sites and decide if it is appropriate to join and what information about you will be open to parents / carers, students, colleagues, governors etc. If you have a personal blog then please take these matters into account too.
- LAET recommends that staff establish privacy and security settings to the highest level.
- Never allow an existing student to join your circle of "Friends".
- Report any unwanted contact/ emails/ messages from an existing student to the DSL immediately.

Photography / video recording / audio recording

It may sometimes be appropriate to record a student's voice or image, for example to give feedback about a student's presentation skills. However, in order to do so safely,

- Only LAET equipment can be used; neither staff nor students are permitted to use their own cameras, mobile phones, video recorders, etc.
- The recording must be deleted or destroyed once it has achieved its purpose.
- The recording must be kept on an LAET-issued computer; copies must not be made, nor kept on a personal computer.
- The prior consent of the pupils must be had. Recordings cannot be clandestine.
- The academic purpose of the recording must be obvious.
- Care must be taken when recording the image of a student in clothing other than the expected school dress, e.g. in sports kit or a drama costume. The necessity of recording the image in such a situation must be clear.
- Image recordings must not be made in an area where students may not be fully dressed e.g. backstage of a theatre, or in a sports dressing room.
- It is good practice to seek the advice and approval of a senior colleague in advance of any image creation or recording.

Appendix 3: Disclosures and reporting arrangements

The following arrangements are drawn from the Model Safeguarding Policy for Schools (April 2014) published by the Haringey Local Safeguarding Children Board.

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

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

It is important that any member of staff should feel able to bring any suspicions about any person (whether suspicions about another member of staff, for example, or a parent / carer of a student) to the Head Teacher or DSL. LAET underlines the importance of staff being able to voice concerns

about any child's welfare and an "open door" policy is encouraged in this important respect by the Head Teacher.

In the event of a member of staff needing to report a disclosure or a suspicion of abuse, the DSL should be informed immediately. If the disclosure is an allegation about a member of LAET staff, the Head Teacher should also be informed immediately.

In the event of an allegation being made in which the perpetrator is not a member of staff, the DSL will take notes of the disclosure or suspicion and, having ascertained the facts of the allegation (if known), will decide whether to inform Social Services. In the event that Social Services are to be informed, the DSL will contact the Haringey Safeguarding Assessment Team (or the relevant local authority Children's Social Care department) immediately or as soon as is practicable and certainly within 24 hours. The DSL will not conduct an investigation until Social Care has advised whether this is necessary. Both the DSL and Social Care will have regard to the child's safety and to the potential for damage to the reputation of the subject of the allegation where the allegation proves false.

In the event of an allegation being made against a member of staff, the Head Teacher will take notes of the disclosure or suspicion and, having ascertained the facts of the allegation (if known), will consult the relevant designated officer(s) (Local Authority Designated Officer) immediately or as soon as is practicable and certainly within 24 hours. He will not conduct an investigation until the designated officer(s) has advised him whether a referral is necessary. Both the Head Teacher and the designated officer(s) will have regard to the child's safety and to the potential for damage to the reputation and career of the member of staff where the allegation proves false. In this context, it is imperative that all teachers understand the need for discretion and tact: gossip can inflame difficult and sensitive situations. Where a teacher is suspended pending an investigation, it must be understood that such a suspension is a neutral act and does not suppose guilt on the part of the suspended teacher.

Appendix 4: Dealing with Self-Harm: INFORMATION FOR SCHOOL STAFF & PARENTS/CARERS

When it becomes apparent that a pupil is self-harming, adults understandably feel highly concerned. If a young person says they are 'cutting themselves', these very words can be anxiety provoking and conjure up alarming images. However, 'cutting' describes a spectrum of self-harm ranging from scratching with a knife or a blade through to more self-damaging cutting. Some young people will be experimenting with surface marking or imitating their peers while others may have a more deeply embedded habit and might be cutting more frequently on different parts of their body. It is useful not to dramatise the situation or react in a way that conveys too much feeling about the disclosure. The first step is to find out how serious the problem is and to convey to the young person that there is support in place for them. School staff will always ensure that parents or carers know and will work in collaboration with them. Parents/ carers are encouraged to assume their adult authority and take responsibility for ensuring that the young person does not have access to knives or blades at home.

This handout summarises general information on self-harm in adolescence from different sources describing what it is, what feelings are aroused and what can be done.

What is self-harm? Self-harm refers to all forms of injury that is deliberate and non-life threatening. Those who engage in self-injury are deliberately doing physical harm to themselves in ways that are not intended to end their lives.

What are the main forms of self-harm in young people? Cutting the skin of arms or legs is most common in teenagers. Other behaviours such as burning or picking the skin or pulling out hair can also be termed

self-injury, but are not nearly as widespread. Self-injury is different from suicidal behaviour, but some young people who self-injure are also suicidal or can become suicidal.

Why do people self-harm? Self-injury is a dysfunctional means of coping with overwhelming and inexpressible emotions. It often becomes a compulsive behaviour and may perpetuate deep shame, guilt and self-hatred. It can be very addictive.

How often is it happening? Although we don't know exactly how many young people are engaging in this behaviour, it is clear that self-injury is being spoken about more frequently these days throughout schools and universities. It is also evident that many more research studies are being carried out in order to better understand what helps and what doesn't.

How can you know if it is happening? Sometimes the school or a parent or carer is the last to know when a young person is self-injuring. Young people tend to confide in a close friend first, whom they commit to secrecy. This often leaves 'the friend' fearful for the safety of the person engaging in self-injury, but anxious about losing their friendship if they tell an adult who could help. A small number of young people publicly display their self-injury, either by discussing it generally, showing their scars or by self-injuring in public. However, most young people who finally disclose this behaviour say they have been keeping it a secret from those in their immediate environment. They may cover their cuts or scars by wearing long sleeved shirts or jumpers and long pants even in warm weather.

Why do young people self-injure? Self-injury is different for everyone who does it. Some young people tell us they do it to:

- get relief from overwhelming negative emotions such as anger, frustration, sadness or loneliness
- help them to feel 'something', when they would normally feel numb or 'not really alive'
- punish themselves - some young people carry a belief from past trauma or abuse that they are essentially 'bad' and need to be punished

Various mental health disorders can also include self-injuring behaviour. It is important that your child is screened for such disorders when seeking assistance.

What is the impact on young people and their families? These days, self-injury is more commonly spoken about amongst young people however this has not necessarily reduced the stigma attached to it in the wider community. The conflicted nature of the emotions driving the behaviour causes enormous ambivalence in the young person. This frequently stops them from getting help and they may unconsciously sabotage relationships with those who are trying to help.

Reactions to self-harm When adults find out about a child or young person's self-harm, they often have feelings similar to grief and loss reactions, including:

- disbelief
- denial
- anger
- fear and anxiety
- helplessness
- guilt
- embarrassment
- failure
- shame
- powerlessness
- disgust

It is important not to act based on these first reactions, but to take time to process strong emotions (away from the child or young person) and then come back and build a collaborative plan of action with the child and their parents/carers. It is important to find out:

- how they first got the idea of self harming
- when they first started doing it
- what first triggered it
- what triggers it now
- how often they are self-harming

- whether or not they have told anyone else

What can be done? The most important message is:

- don't ignore the behaviour, and
- don't panic - self-injury can be treated

Things you can do are:

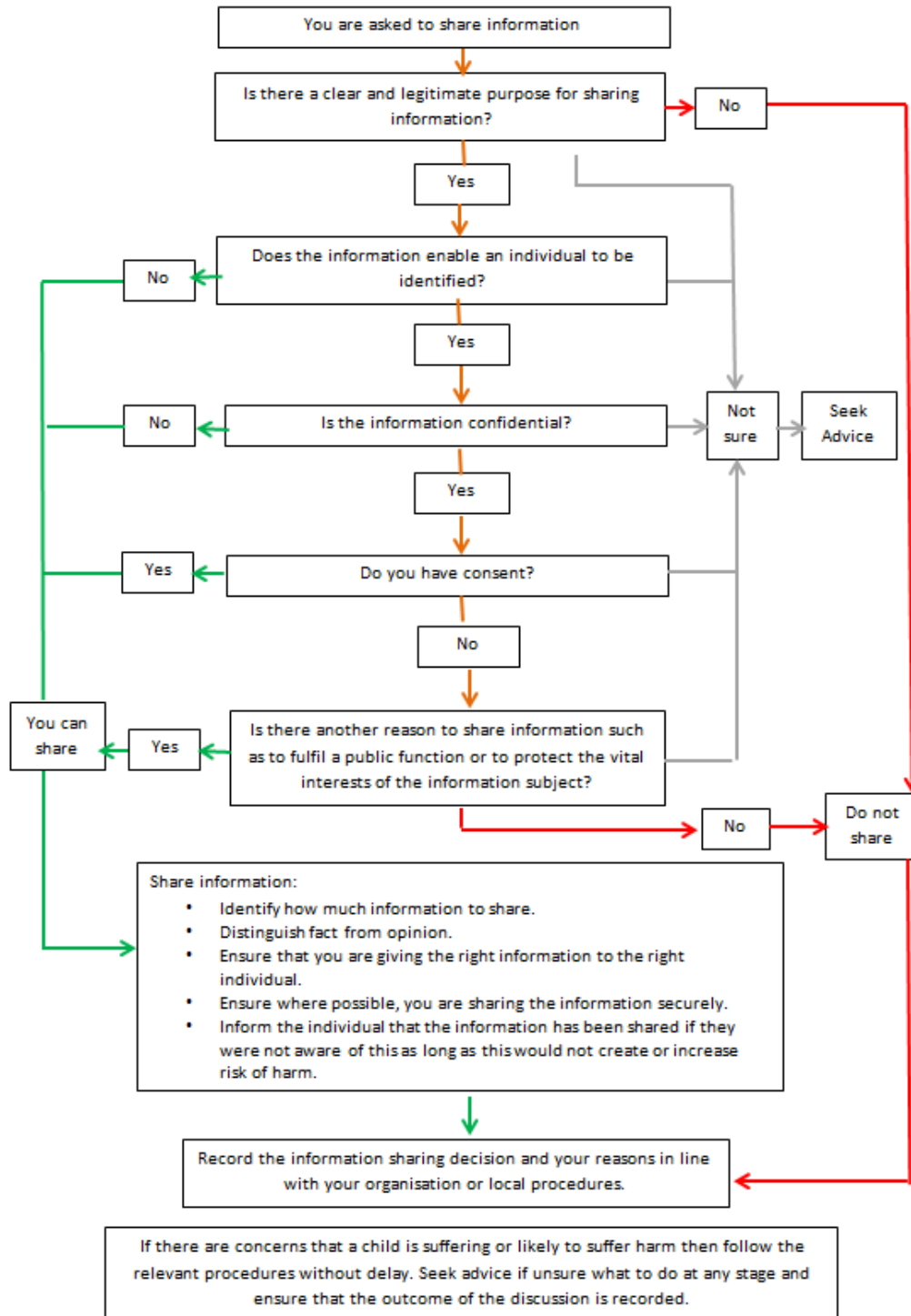
- Let the child know that you want to help them in the best way you can. Tell them you will need to talk to their parents and to other professionals. Let them know that you have trust that, with professional assistance, they will be able to find better ways to cope with the overwhelming emotions driving their behaviour. Avoid telling the child to 'just stop it', as self-injury can be addictive and research tells us that people with addictive behaviours are unable to stop without extended periods of support.
- Tell the child that you believe in their capacity to work towards finding alternative healthy coping strategies. This will help give them the space to feel some control in the short-term - that their coping mechanism will not be 'taken from them before they are ready' - while at the same time assisting them to feel reassured by your confidence that hope lies ahead.
- It is also important for the child to know that you understand and validate the emotions driving their behaviours but that you also know there are more constructive and helpful ways to process those feelings.
- It is useful to persist in letting them know that you trust that they will find a way through and develop better coping strategies no matter how long it takes and no matter how many set-backs there are along the way. If the child believes that you trust in them, they will more readily trust in themselves to find a way through.

Parents and carers can get support via the internet from www.familylives.org.uk or ring Freephone Parent line on 0808 800 2222 or from www.youngminds.org.uk or call Freephone 0808 8025 544 parents' helpline to discuss any worries about your child's emotional wellbeing.

Appendix 5: Information Sharing

The following guidance is taken from Information Sharing Advice for Safeguarding Practitioners (H.M. Government March 2015)

Flowchart of when and how to share information



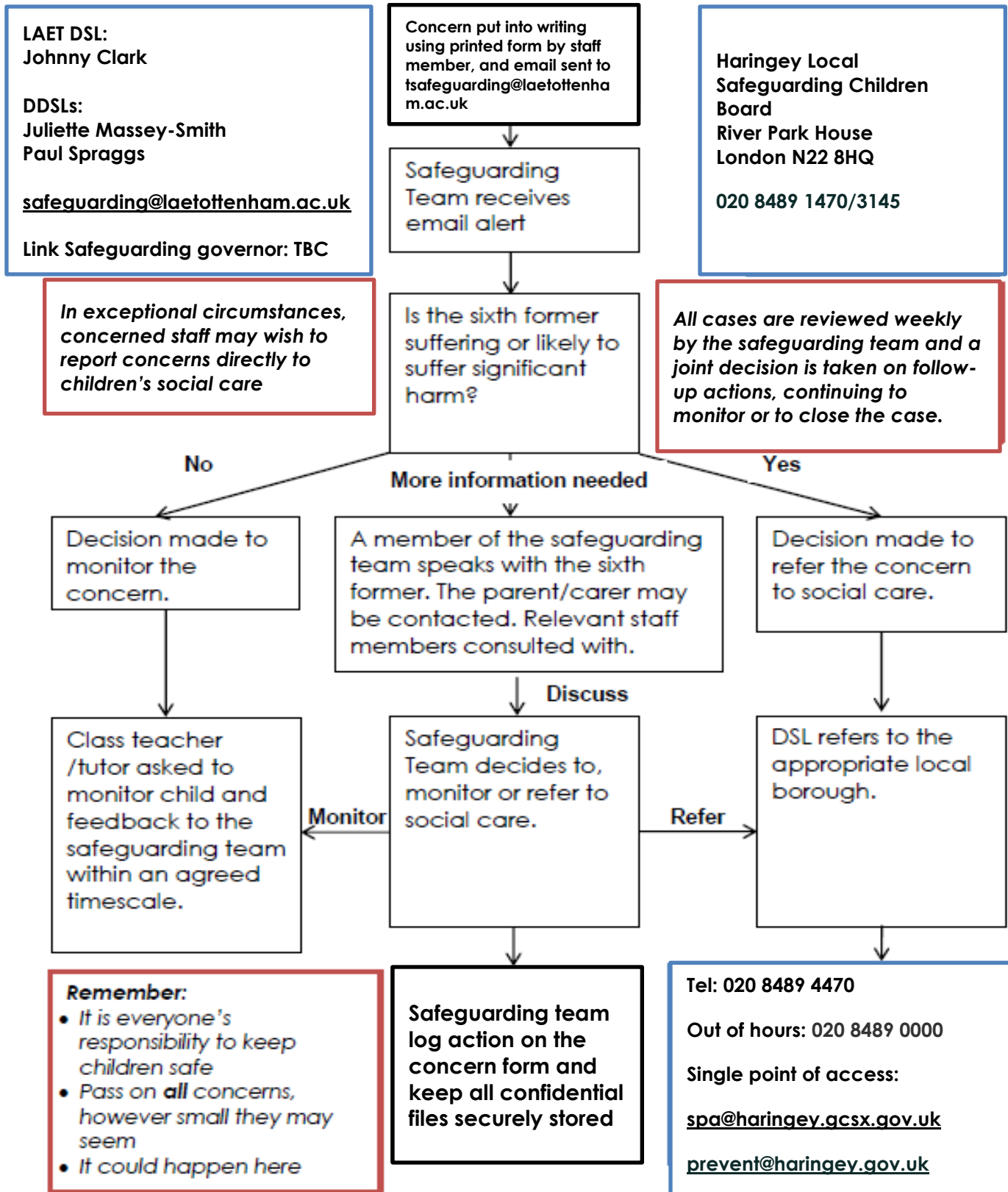
Appendix 6: Pre-visit form for all visitors, including visiting speakers

Pre-Visit Form

Thank you for visiting London Academy of Excellence. Please could you complete the information below and return it to shelia.pyke@laetottenham.ac.uk at least 2 days prior to your visit.

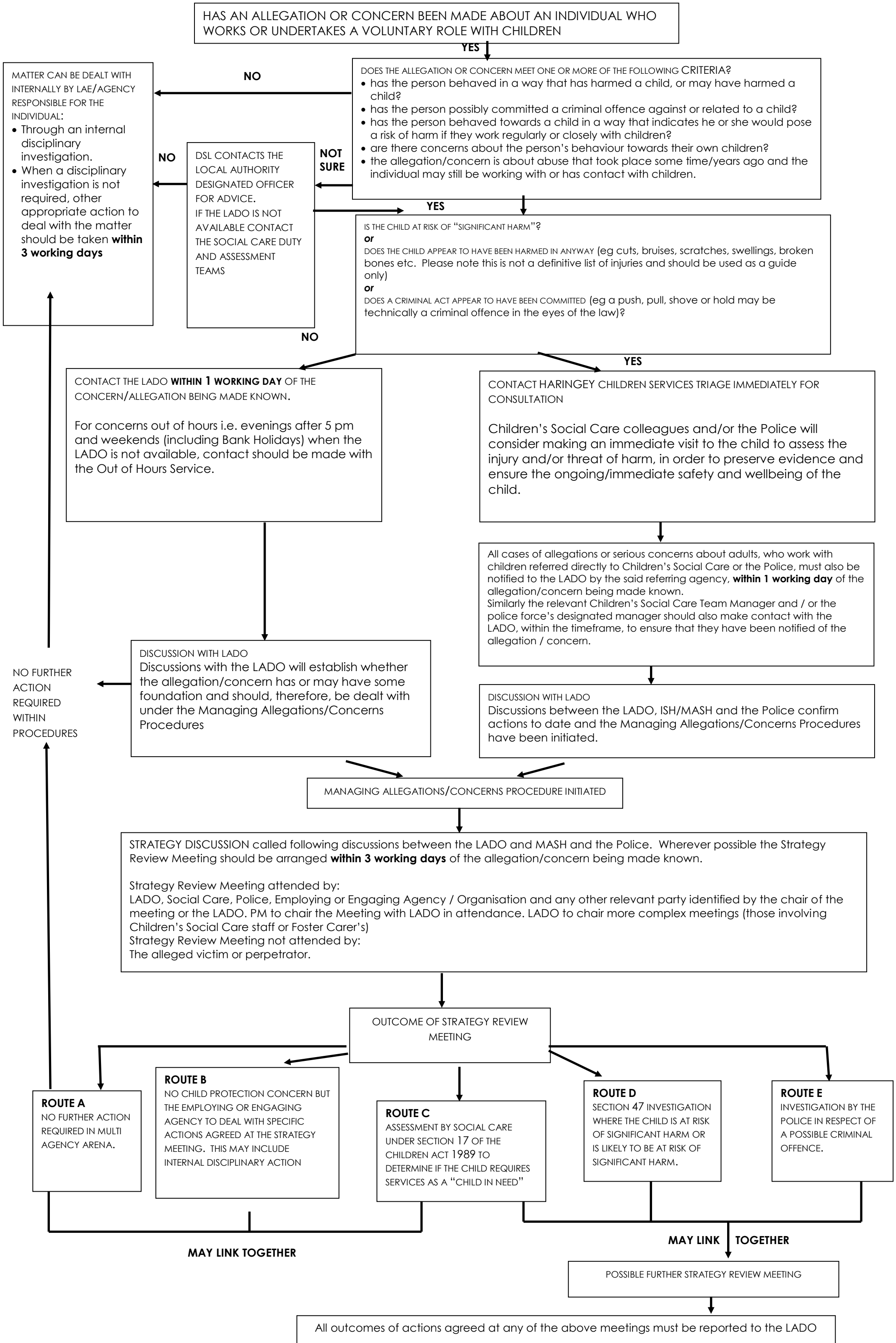
Name	
Date of visit	
Purpose of Visit	
I agree to abide by and promote the Core Values of London Academy of Excellence Tottenham and will not behave or speak in a way that contradicts the values and ethos of the school. Yes / No [delete as appropriate]	
Signed	
Date	

Appendix 7: RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 8: Guidance on dealing with allegations

MANAGING ALLEGATIONS/CONCERNS ABOUT INDIVIDUALS WHO WORK WITH CHILDREN



Appendix 9: Annual safeguarding training

All staff

- Level 1 safeguarding training delivered in the end of August inset and on or before the first day of induction for new staff that covers:
 - The overarching safeguarding policy
 - The child protection policy
 - The staff code of conduct
 - Information on the role of the DSL
 - Awareness of the early help process
 - Information sharing
 - Safeguarding in specific circumstances
 - Modus operandi of sex offenders
 - Scenario responses
 - Reading and signing understanding of safeguarding policy and KCSIE part 1All staff will complete an online test to demonstrate understanding of KCSIE
- Prevent WRAP training delivered in October by Haringey Community Resilience Team
- Female Genital Mutilation e-training in a Professional Development session
- Forced Marriage and Child Sexual Exploitation training delivered in January inset

Tutors and Heads of House

- Training on delivering digital resilience and extremism PSHE sessions delivered in October
- Supporting Tutees to manage stress and anxiety delivered through Tutor meetings by Heads of House in the Autumn Term

Safeguarding team

- Level 3 Safeguarding Training for Designated Safeguarding Leads refreshed annually
- Looked After Children Training (bi-annual) attended by Deputy Safeguarding Lead with responsibility for LAC
- E-safety Training (bi-annual) attended by Deputy Safeguarding Lead with responsibility for e-safety

Safer recruitment team

- Safer recruitment training every 5 years

Records of all training to be held in a safeguarding training folder held by the office administrator.

The most recent of the following training to be recorded on the SCR:

- Level 1 for all staff
- Level 3 for safeguarding team
- Prevent WRAP training for all staff
- Safer recruitment training

Appendix 10: Responsibilities for enacting the Prevent strategy

Governors

Strategy and scrutiny

- Governors and board members are expected to set the Prevent strategy for the institution and to ensure that the institution's strategy complies with the Prevent Duty as set out in the Counter Terrorism and Security Act 2015
- Governors are expected to scrutinise the practice in the institution including a Preventing Extremism risk assessment. They should ensure that policies and procedures are in place and are followed to prevent people being drawn into terrorism and extremism.

British values

- Governors and board members should ensure that policies will complement the institution's responsibility under the Equality Act 2010 and cover student welfare, including equality and diversity, the safety of students and staff
- Governors and board members should ensure that their behaviour, that of managers, the curriculum and policies exemplify British values.

Training and pastoral care responsibilities

- Governors and board members should ensure that the institution provides sufficient training for staff, governors and board members to be able to recognise and refer anyone vulnerable to radicalisation.
- Governors and board members must ensure that there is sufficient pastoral care and support for all students.

Inspection

- Governors and board members should be aware that Safeguarding is inspected as part of leadership and management judgement. Since September 2014 Ofsted's risk-based inspections have increased their focus on fundamental British values and preventing extremism.
- Where Ofsted finds a publicly-funded further education institution or independent training provider inadequate, which will include where the institution or provider has failed to comply with this duty, intervention action will be taken.

SLT

Partnership

- their institution actively engages, within the organisation and with other partners, as appropriate, including police and local authority Prevent co-ordinators
- where the size of an institution warrants this management and co-ordination arrangements should be implemented to share information across the relevant curriculum areas within an institution, with a single point of contact for operational delivery of Prevent-related activity
- their institution should have regular contact with their regional further education Prevent co-ordinators.

Policies

- their institution must have clear and visible policies and procedures for managing whistleblowing and complaints
- policies are in place for students using IT equipment to research terrorism and counter terrorism in the course of their studies.
- the Prevent Duty complements the institution's responsibility under the Equality Act 2010 and covers student welfare, including equality and diversity, the safety of students and staff

Risk assessment and action planning

- a risk assessment is carried out to address the physical management of the institution's estate, including policies and procedures for events held by staff, students or visitors, and relationships with external bodies and community groups who may use premises, and/or work in partnership with the institution
- where an institution has sub-contracted the delivery of courses, they should have robust procedures in place to ensure that the sub-contractor is aware of the Prevent duty and the sub-contractor is not inadvertently funding extremist organisations
- that if a risk is identified by or to a leader or manager they notify their co-ordinator and others as necessary and develop a Prevent action plan. This will enable the institution to comply with the duty and take action to address whatever risks have been identified in consultation with the FE Prevent.

Staff Training

- their institution demonstrates that they undertake appropriate training and development for governors or board members, leaders and staff
- staff exemplify British values in their management, teaching and through general behaviours in institutions
- that opportunities in the further education curriculum are used to promote the British values to learners.

Internal processes

- at a corporate level institutions should have robust procedures both internally and externally for sharing information about vulnerable individuals. This should include information sharing agreements where possible
- their institution must have a clear Prevent referral process with a single point of contact which is known to all staff and students. This will usually be the same as the safeguarding process.

Pastoral care

- pastoral care is at the heart of all provision for all providers. The exemplification of British Values and the preventing extremism strategy should be integrated into the pastoral care process
- that there is sufficient pastoral care and support for all students, according to the needs of the particular institution.

Inspection

- Ofsted inspects public ally funded further education and skills providers in England under the Common Inspection framework with the frequency of inspection decided according to the assessed level of risk. Safeguarding is inspected as part of leadership and management judgement.
- Where Ofsted finds a publicly-funded further education institution or independent training provider inadequate, which will include where the institution or provider has failed to comply with this duty, intervention action will be taken.

Staff

All provider staff have a legal responsibility under the Prevent Duty to make sure that:

- they have undertaken training in the Prevent Duty as identified by their leaders and managers including the principal
- they are aware of when it is appropriate to refer concerns about students, learners or colleagues to the Prevent officer, usually the provider's safeguarding officer
- they exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice.

Appendix 11: Safeguarding raising concern form

Safeguarding raising concern form.

Date of incident/referral: _____ Student name: _____
Student form group: _____ Name of staff member raising concern: _____

Description of concern (using the guidance below, continue on the back if needed):

What to do

- Take what you are being told seriously
- Listen carefully – do not interrupt
- Acknowledge what you have been told
- Remain calm
- Reassure – tell them they have done the right thing
- **Tell them you will have to pass the information on, who you will tell and why**
- Pass to your DSL in writing as soon as possible

What to avoid

- Do not investigate
- Do not look shocked or distasteful
- **Do not probe**
- Do not speculate
- **Do not pass an opinion about the alleged perpetrator**
- Do not make negative comments
- **Do not promise to keep a secret**
- Do not display disbelief
- Never delay getting help

**RECOGNISE
RESPOND
REPORT
RECORD
RE-REFER**

Safeguarding team member that received this form: _____

Who is responsible for this case going forward? _____

Actions taken:

Did this student already have a CP plan in place? _____

Was a safeguarding referral made: _____

If so, what was the result of the referral: _____

Case requires continued monitoring and review:

Case requires external services:

Case can be closed and logged: