



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:	Elaine Brown (Deputy Head, Pastoral)		
Frequency of review:	Annually		
Policy Reference:	All policies will be on the staff shared folder.		
Total number of pages: (Including appendices and front sheet)	72		
Comments:	<p>This policy should be read in conjunction with:</p> <ul style="list-style-type: none"> • Behaviour policy • HR policies • Staff recruitment policy • Health and Safety policy • Preparing for life in modern Britain policy • Anti-Bullying policy • Whistleblowing policy • Relationships and Sexual Health Education policy • Attendance and Punctuality policy • Supporting Students with Medical Conditions policy • Educational Visits policy 		
	Name (role):	Signature:	Date:
Written:	Johnny Clark (Deputy Head, Pastoral)		24.06.17
Ratified	Jan Balon (Head teacher)		24.06.17

Ratified:	Frances King (Head, Mill Hill School, and linked safeguarding governor)		28.09.17
Reviewed:	Johnny Clark (Deputy Head, Pastoral)	<i>J Clark</i>	26.10.18
Ratified:	Nick Hewlett (Head, St Dunstons, and linked safeguarding governor)		28.11.18
Reviewed:	Johnny Clark (Deputy Head, Pastoral)	<i>J Clark</i>	04.07.19
Ratified:	Jane Sanchez (Head, Mill Hill, and safeguarding linked governor)		08.09.19
Reviewed:	Johnny Clark (Deputy Head, Pastoral)	<i>J Clark</i>	07.08.20
Ratified:	Jane Sanchez (Head, Mill Hill, and safeguarding linked governor)		09.09.20
Reviewed:	Johnny Clark (Deputy Head, Pastoral)	<i>J Clark</i>	01.09.21
Ratified:	Tony Hartney (Head, Gladesmore School, and safeguarding linked governor)		19.10.21
Reviewed:	Elaine Brown (Deputy Head, Pastoral)	<i>Elaine Brown</i>	23.8.22
Ratified:			

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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 is underpinned by our 'warm, strict' pastoral ethos which all staff are supported to develop a deep understanding of.

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. These obligations do 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, 2022):

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

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.

1.2 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;

1.3 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, Recruitment and Selection, Relationships and Sex 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 this policy is written with due regard to the national guidance published by the DfE (updated September 2022) entitled "Keeping Children Safe in Education." This can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Additionally, the policy bears regard for "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.londoncp.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.

Human Rights, Equalities and Public Sector Equality Duty

LAET is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 (including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that pupils may reside in.

The governing body and senior leaders recognise that under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- o Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- o Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- o Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- o Protocol 1, Article 2: protects the right to education.

The governing body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

The governing body and senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

The governing body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies

developed, the governing body and senior leaders will give specific consideration to the

equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

3

Responsibilities/ Key contacts

Chair of Governors:	Rebecca Hilsenrath	rebecca.hilsenrath@laetottenham.ac.uk
Safeguarding Governor:	Tony Hartney (Head, Gladesmore)	Tony.hartney@laetottenham.ac.uk
Head Teacher:	Jan Balon	Jan.balon@laetottenham.ac.uk
Designated Safeguarding Lead:	Elaine Brown (Deputy Head, Pastoral)	elaine.brown@laetottenham.ac.uk
Deputy Safeguarding Lead:	Pamela Valavanis (Attendance and Welfare Lead)	Pamela.valavani@laetottenham.ac.uk
Deputy Safeguarding Lead:	Paul Spraggs (Mental Health Lead)	Paul.spraggs@laetottenham.ac.uk
Deputy Safeguarding Lead:	Amy Lord (LSA)	Amy.Lord@laetottenham.ac.uk
Haringey Clinical Commissioning Group	<p>Telephone: 020 3688 2700</p> <p>www.haringeyccg.nhs.uk</p> <p>Community services: whh-tr.whitthealthPALS@nhs.net</p> <p>Mental Health services: patient.experience@beh-mht.nhs.uk</p> <p>Complaints: HARCCG.Complaints@nhs.net.</p>	
Haringey child protection:	<p>Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm Tel: 020 8489 4470</p> <p>Out of office hours, including weekends the Emergency Duty Team Tel: 020 8489 0000</p> <p>mashreferral@haringey.gov.uk</p>	
Haringey LADO:	<p>Liz Best</p> <p>lado@haringey.gov.uk</p> <p>020 8489 2968</p> <p>07966 159 686</p>	
Local police	<p>Haringey Police Community Safety Unit Tel: 020 8345 1939 (Monday to Friday 8am-6pm; weekends 8am4pm)</p> <p>Northumberland Park police: https://www.met.police.uk/a/your-area/met/haringey/northumberland-park/?introducingyoursaferneighbourhoodsteam=contactus</p>	

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 Elaine Brown, 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 C of Keeping Children Safe in Education 2022, 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 on MyConcern 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 required,

- Ensure that staff are given updated training on preventing radicalisation and extremism as part of the yearly CPD cycle
- Ensuring staff are trained in using MyConcern safeguarding interface
- Liaise with the headteacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes the requirement for children to have an Appropriate Adult.

The Designated Safeguarding Lead will decide whether or not to make a referral to Haringey's Triage Service or the services of other boroughs where pupils reside. 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 safeguarding training by a member of the safeguarding team by the end of their first week of employment. Staff understanding of the policy is confirmed in follow-up via a safeguarding quiz.

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 Advanced Child Protection and Safeguarding training in advance of beginning the role, and then every second year in the role to refresh their knowledge. This is recorded on the SCR with a certificate kept on their personal file.

Currently, the following staff members have completed DSL training:

- Elaine Brown, Deputy Head (Pastoral), 2.2.22

- Paul Spraggs, Mental Health Lead, 23.06.20
- Jan Balon, Headteacher, 09.04.19
- Pamela Valavanis, DDSL 15.12.22

4.1.3 On-going training

All members of staff, including business, technical, catering, housekeeping 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 HR 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, including lesson learned within our own institution
- Accessing and reporting concerns using MyConcern
- Whistleblowing as staff members: rights and School policy

Please see Appendix 6 for a list of all annual safeguarding training.

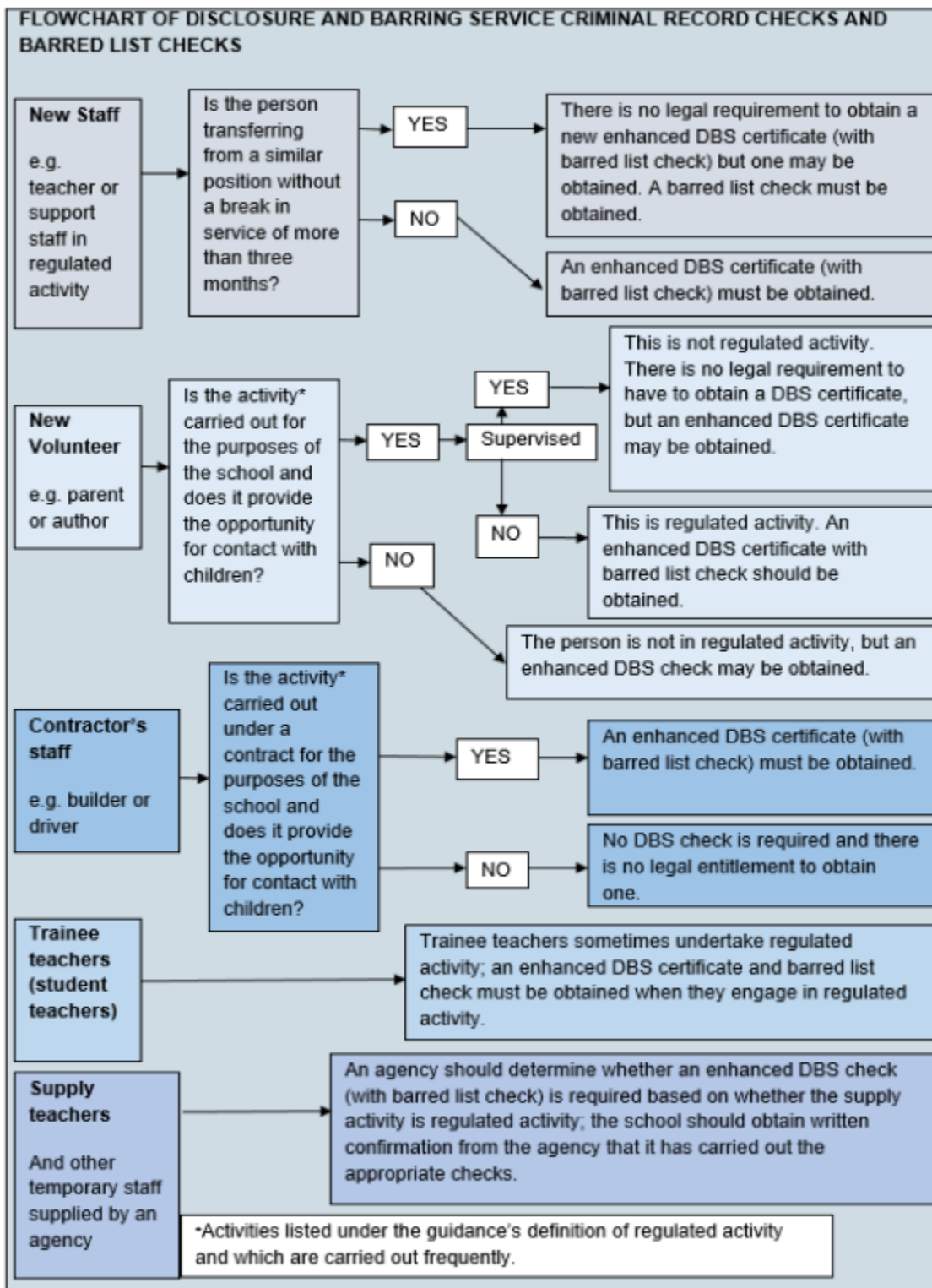
4.2 Informing parents / carers

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's Safer Recruitment Policy outlines the school's procedures in line with KCSIE 2022 and the DfE's School and Employment Advice for Schools. Specifically, the Policy covers pre-employment checks for all individuals engaged to work in the school, LAET's DBS Policy and the Policy for Recruitment of Ex-Offenders. A copy is available in the online shared area. All individuals involved in the recruitment process are encouraged to familiarise themselves with the policy. Relevant Staff refresh their safer recruitment training at least every three years.

The following extract from KCSIE 2022 indicates guidance on the process of DBS checking:



KCSIE 2022 defines 'regulated activity' in the following terms:

This statutory guidance on the supervision of activity with children, which is regulated activity when unsupervised, is also published separately on GOV.UK.

581. This document fulfils the duty in legislation i,ii that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, colleges, youth groups and sports clubs.

582. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well intentioned though misguided belief that every risk could be mitigated, and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.

583. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgement of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:

- there must be supervision by a person who is in regulated activity
- the supervision must be regular and day to day; and
- the supervision must be "reasonable in all the circumstances to ensure the protection of children".

584. The organisation must have regard to this guidance. This gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

585. Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated activity themselves. The duty that supervision must take place "on a regular basis" means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.

586. Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision a person will require:

- ages of the children, including whether their ages differ widely
- number of children that the individual is working with
- whether or not other workers are helping to look after the children
- the nature of the individual's work (or, in a specified place such as a school, the

individual's opportunity for contact with children)

- how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity), and
- how many workers would be supervised by each supervising worker.

2. 587. An organisation is not entitled to request a barred list check on a worker who, because they are supervised, is not in regulated activity.

4.3.1 Volunteers

The School makes the distinction between regular volunteers and one-off volunteers.

Regular volunteers (Visiting the school more than three times during one month) 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 (2022) on Safer Recruitment* in deciding whether a DBS Disclosure should be obtained in respect of a volunteer. Usual practice at the School is for that a volunteer is considered regular if they are in School three times per term or more. Volunteers that fall into this category will receive all the same induction as an employee of the School, and are subject to the same pre-employment checks.

One-off volunteers will be issued a summary of our safeguarding protocol (see Appendix 8) upon entering the School, and issued a red lanyard to indicate they should be supervised by a member of staff at all times.

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 (2022)*.

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.
- **Unfounded** There is no evidence or proper basis which supports the allegation being made.

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).**

- The Haringey LADO will be advised of the allegations by the appropriate member of staff within one working day.
- If the allegation made to a member of staff or volunteer concerns either the Head Teacher or the DSL, the allegation should be made directly to the Chair of Governors, 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. A summary of all the allegations (except those

found to be malicious), how they were resolved and any decisions taken will also be held on the individual's personnel file for the requisite period of time (including the requirement to retain records in line with the Independent Inquiry into Child Sexual Abuse). Substantiated claims may be referred to in future references in line with KCSIE guidance.

- 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. The investigation process would follow the School's standard principles of being conducted in an unbiased and impartial manner with confidentiality being secured as much as possible.
- 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.

LAET will make a referral to the DBS as soon as possible if a teacher or member of staff (including volunteers and seconded members of staff) meets the following criteria:

- The School believes the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.
- There are reasonable grounds that the behaviour could be transferred into scenarios beyond LAET.

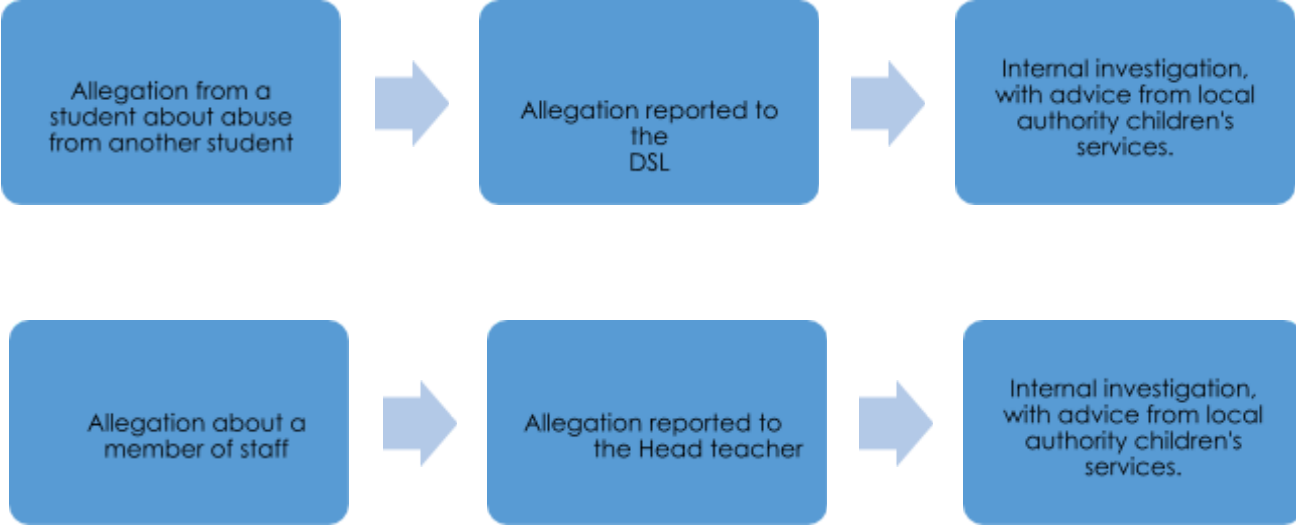
4.4.3 Confidentiality

All individuals involved in the investigation or management of allegations have a duty to

maintain confidentiality and all records will be treated in a confidential manner. 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 restriction in response to a request to do so.

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. child on child abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. 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.





4.4.4 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.

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 (including if they would otherwise have been dismissed); 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.

4.4.5 Low-level concerns.

The School has noted that KCSIE 2022 specifically requires schools to have clear procedures in place to address low-level concerns.

These are defined as any behaviours towards a child that may cause a sense of unease or 'nagging doubt' but do not individually meet the threshold for a LADO referral, as prescribed in paragraph 425 of KCSIE 2022.

The LAET staff code of conduct will provide guidance on what constitutes a low-level concern. LAET will record all such concerns in writing, and will be held by the DSL.

Where these reports are concerned with visitors to the school, the concerns will be shared with the appropriate body as per paragraph 72 of KCSIE 2022.

Where the concerns pertain to an existing LAET staff member, and they do not meet the threshold to be passed onto the LADO, LAET will review each concern (considering whether similar concerns had been raised previously) and will respond accordingly. All records will be held confidentially and will only be referred to in future references if they meet the thresholds referred to in KCSIE guidance.

Where the concerns suggest a pattern of concerning behaviour, the LADO will be notified.

4.5 Safeguarding Systems

4.5.1 Pastoral system

The School runs a Tutor system, overseen by Heads of Year. Each student is a member of a Tutor group. They see their Tutor every day for tutorials and 'personal development.' The Tutor is a central point for all wellbeing issues for the student. The Head of Year, Deputy Head of Year, Deputy Head (Pastoral) and Deputy Safeguarding Leads have an overview of all students' welfare.

4.5.2 Reporting system

If a staff member has a concern about a students' welfare, they immediately complete an alert using the MyConcern reporting system. That is found on the MyConcern website (<https://www.myconcern.education>) upon login. This form asks for the following details:

- Name of student
- Summary of the incident
- Date/Time of concern was noticed
- Description of incident
- Whether it is urgent
- Action Taken

Once completed, MyConcern will send an email to state a concern has been raised to the safeguarding team to ensure that all members of the safeguarding team are all immediately alerted, ensuring that no case is ever dealt with by one individual alone.

All of the information entered at this stage can be seen by all members of the safeguarding team: the DSL and three deputies. The mental health lead has responsibility for assigning a case manager to proceed with the concern raised. MyConcern allows the case manager to:

- Categorise the type of incident [Health issue, extremism concern, bullying incident or other]
- Add other team members to the case
- Set tasks to relevant team members
- Keep a chronology on the student

Normal practice at this stage is for the tutor and Head of Year to be added to the team in order to be kept informed about the students in their care.

The safeguarding team meet weekly to review the open case files and decide appropriate actions. This upholds a culture of collaborative decision making.

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 serious 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. The safeguarding team all access regular supervision The School counsellors are 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. Regular staff CPD sessions are dedicated to Safeguarding and Welfare 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 and sharing of information

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 General Data Protection Regulations (GDPR) (EU) 2018, the law of confidence and, where relevant, the Human Rights Act 1998.

5.1 Sharing and storing information

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

1. Remember that the General Data Protection Regulations (GDPR) (EU) 2018 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.
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 5 for further guidance on information sharing.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

When a student leaves LAET for another college or FE institution, the School will – in line with KCSIE 2022 guidance – “ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives”” Where possible, the School will seek to do this via electronic transfer through My Concern. LAET will also request the secure transfer of child protection information on any students joining from other Schools or colleges, following these same guidelines and confirming the receipt of any student files.

In accordance with guidance from the [Data Protection Toolkit for Schools](#), the child protection and safeguarding files for each cohort of leaving students will be archived on MyConcern and held securely for seven years, so that we hold accurate records until they are at least 25 years of age. This is also in line with wider DfE guidance The [Information Sharing \(DfE, 2018\)](#) guidance says, ‘In line with each organisation’s own retention policy, the information should not be kept any longer than is necessary.’

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 responsibilities for maintaining the SCR are as follows:

Lisa Cardinali (HR manager) and Paul Martin (Business Manager)	Responsible for adding all pre-employment checks, and updating all training records
Elaine Brown (DSL)	Responsible for carrying out half termly SCR scrutiny checks and advising on changes
Tony Hartney (Governor)	Responsible for carrying out SCR spot checks as part of a programme of structured governor visits and safeguarding audits
Jan Balon (Headteacher)	Responsible for ensuring that the practices and policies supporting the SCR are carried out robustly

8 Supervision and visitors

8.1 Supervision of students in the building

The School building is open to students from 8am to 6pm. From 5pm all students in the building are in the library, or equivalent study space 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:

Black = DBS checked staff member

Purple = DBS checked Governor

Green/yellow = Enrolled yr12 student (green); enrolled yr13 student (yellow)

- Red = Non-DBS checked visitor (supervised at all times)
- Orange = A regular visitor to the School, including:
- DBS checked visitor
 - Approved contractors
 - Parent volunteer
 - Member of the Tottenham Foundation

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 (see Appendix 8). 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. Section 4.3.1 should be referred to for further guidance.

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. Any visiting speaker will be supervised at all times by a staff member. Prior to a talk, speakers will be prepared by the staff member responsible for their visit in order to ensure they uphold the values of the school. The content of a visiting speaker's messages will be discussed in order to ensure that they will be upholding LAET's commitment to British values. 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 (wording is taken from KCSIE '22 Annex A)

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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others. 564. Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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 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.

All staff are made aware that **child sexual and child criminal exploitation** are forms of child abuse.

All staff read Part 1 of Keeping Children Safe in Education (particular attention to Annex A) that has detailed information about specific issues annually, and all staff have read and completed questionnaires on the content of Annex A which contains detailed information

about specific forms of abuse.

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 7.

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:
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.
 - i. 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 (2022)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (July 2018 update)
- 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 Aspiration, Community, 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, with students often leading PSHE sessions.
- 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
- All students to receive lesson within the PSHE programme that cover relationships and sex education and health education that is compliant with the DfE requirement to teach this with fidelity from September 2020: as referenced in KCSIE 2022 (guidance at <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>)
- The School's safeguarding systems provide a clear pathway to pass on all concerns.
- 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 Multiagency 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.

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.

9.4 Forced Marriage

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

A 'forced' marriage is classified in KCSE 2022 as 'honour-based' violence and 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'.

9.5 Missing Children

9.5.1 Missing from School

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

The Attendance and Welfare Lead 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 or if necessary, the police.

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.

On the third consecutive day of unexplained absence from School, a member of the

safeguarding team will conduct a home visit to carry out a physical check on the young person. If this proves unsuccessful, the DSL will report that child as missing to the police.

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.

9.5.2 Missing from a School Trip

The following action will be taken by the trip Leader:

1. In advance of departing for the trip, accurate registers of all attendees and absences will be recorded. As part of pre-departure planning, planned opportunities for head counts will be identified, such as before getting on and off public transport, at the point of arrival and departure from a venue, and any lunch or snack breaks.
2. Any students considered vulnerable by the safeguarding team will be identified and named in a trip risk assessment, with detail on how the safety of that young person will be assured throughout the trip. If the supervising teacher judges that it is not possible for a vulnerable young person's safety to be maintained on a trip, that young person will not be permitted to attend.
3. If a head count indicates a student is missing, all adults and pupils should be asked to calmly explain when they last remember seeing the missing student.
4. An adult would search the immediate vicinity, whilst ensuring the group is safe and supervised. If at a venue, the venue manager should be informed to arrange a search and potentially securing the venue.
5. Other students or staff would phone the student's mobile number.
6. The DSL should be informed if the student is still missing.
7. 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.
8. 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.
9. 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.
10. If the DSL is not available, staff should call reception and ask for the Deputy Head (Academic).
11. The Deputy Head (Academic) will inform the Head Teacher if the student is not quickly found.
12. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.
13. 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.

9.5.3 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.

9.5.4 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.

9.6 Child on child 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 child on child 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.

Acts of bullying or physical intimidation will be considered under the umbrella of physical or emotional abuse, and such disclosures will always be logged as a safeguarding incident, rather than being solely dealt with internally as misconduct.

Training for all staff includes information on how to recognise the possible indicators/signs.

The school will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college.

9.7 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.

9.8 SEND students

The School understands that additional barriers may exist when recognising the abuse of pupils with SEND. A member of the SEN team will always be a member of the safeguarding team, receiving advanced child protection training, and a deputy DSL.

9.9 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. 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 Counterterrorism 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 includes contact conduct, content and commerce as mentioned

in KCSIE 2022, all of which staff receive training on at INSET. 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.

LAET bases its practice around cyber-bullying on the guidance issued by the DfE in 2014, accessible here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

10.2 Monitoring

LAET robustly monitors the use of the School network by both staff and students. This is done using software on school devices called Impero and a cloud solution for monitoring use of our school Google domain called Syscloud. When a key word is typed, a screenshot and alert is generated. This is monitored weekly by the Deputy Head (Pastoral) and Business Director. Risks are identified under the categories of safeguarding, behaviour and reputational. Immediate risks are reviewed instantly.

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

10.3 Acceptable Use of ICT

All students sign an acceptable use of ICT policy, that is stored on their School record. Cyberbullying 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 student conduct 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.

The School publishes links to the following websites, which students and parents will find useful in responding to concerns about online safety:

Childline guidance:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/online-bullying/>

DfE guidance for parents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

[ata/file/444865/Advice for parents on cyberbullying.pdf](ata/file/444865/Advice%20for%20parents%20on%20cyberbullying.pdf)

UK Safer internet centre:

<https://www.saferinternet.org.uk/blog/cyberbullying-advice-parents-and-carers>

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 full names will never be published externally with their photographs. Students will be required to consent to any externally used photographs with first names.

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 adhering to the LAET code of conduct and must not, through their interactions with social media, bring the School into disrepute.

As per KCSIE 2022, due diligence of shortlisted candidates will now become part of our safer recruitment process with an online search undertaken by the HR team.

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, snapchat, Instagram YouTube, Tiktok, Discord 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 should be reported to the DSL.
- Any inappropriate communications involving any students and 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 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, 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

General Data Protection Regulations (GDPR) (EU) 2018 : LAET will comply with the General Data Protection Regulations 2018 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 LAET Equality 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. The Equality Network has in the past invited in speakers from Stonewall to raise awareness: the School's aspiration is to become a Stonewall champion School.

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.

Uniform

LAET has a uniform policy that does not discriminate against a transgender, transsexual or

gender dysphoric persons. This 'student dress code' is outlined in the student handbook, and explained during their induction.

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.

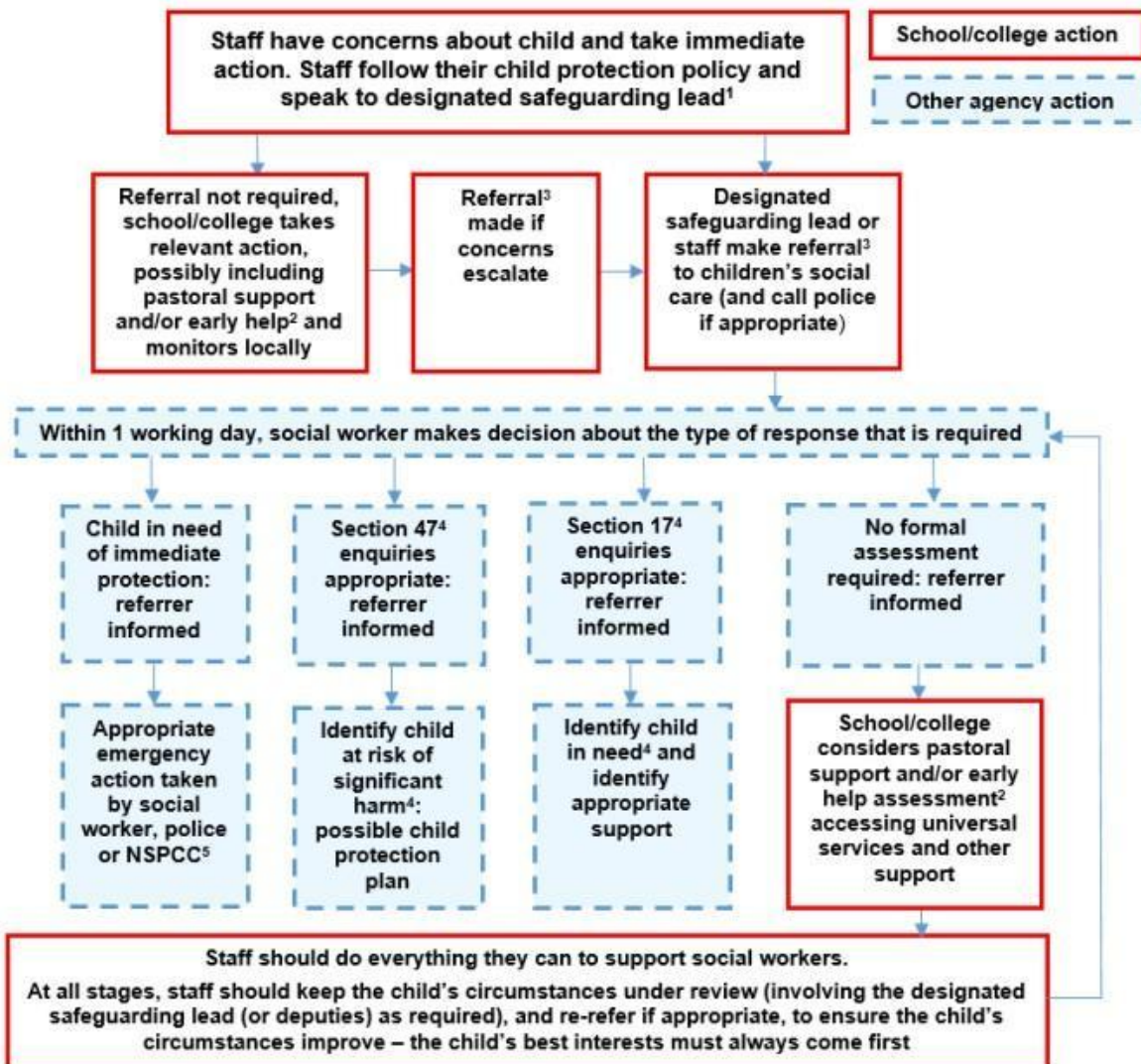
An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- 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.

Appendix 1: Keeping Children Safe in Education September 202

Key extract from Part One: Actions where there are concerns about a child

Actions where there are concerns about a child



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.
- In the same way, staff should avoid finding themselves 'alone' with students in the virtual realm, and as such are advised to copy in a colleague into email correspondence with an individual young person.
- 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 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. If this is not possible, the number should be withheld on any personal phone.*.

* The Deputy Head (Pastoral) should be informed as soon as possible if such a circumstance has arisen.

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. Following a risk assessment, the school will encourage the young person to inform their parents or carers and will work in collaboration with them, especially in cases of high risk. 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.

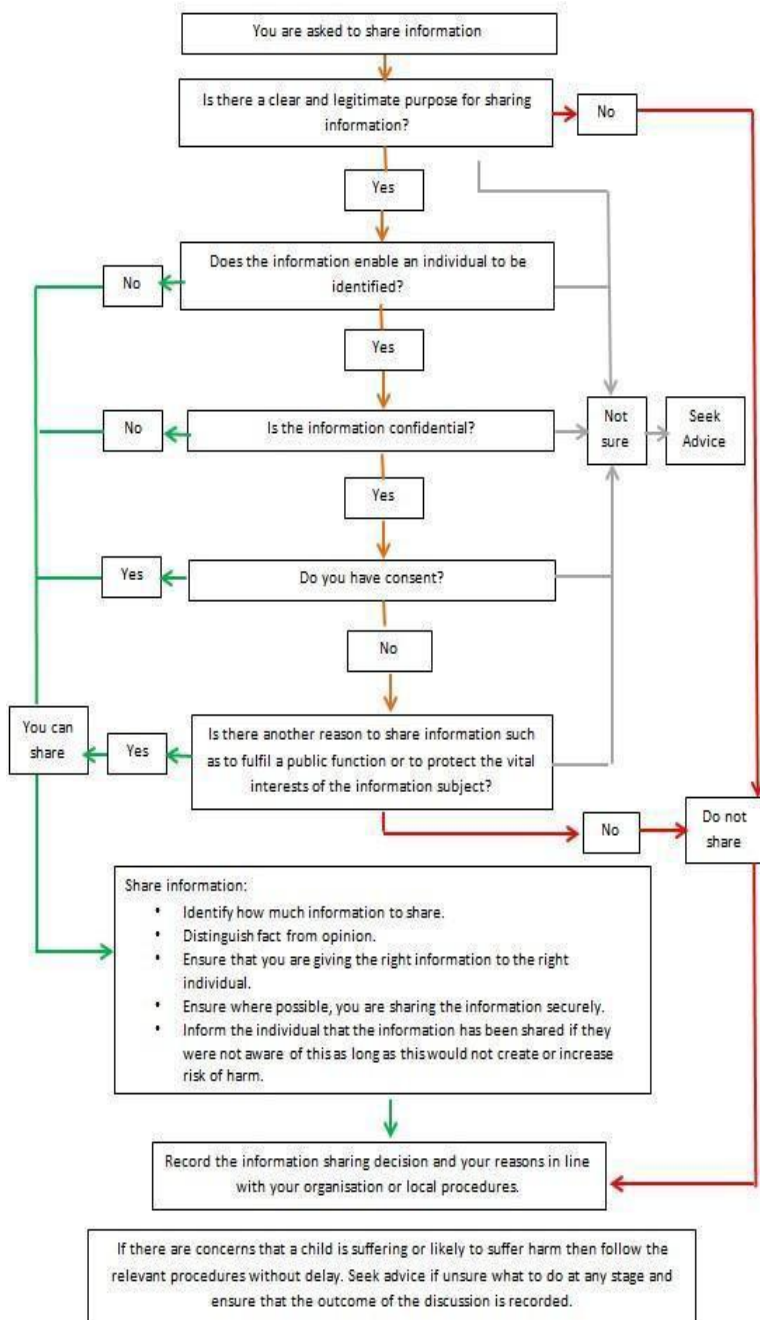
Parents and carers can get support via the internet from www.familylives.org.uk or ring Freephone Parent line on 0808 800 2222 or from www.youngminds.org.uk or call Freephone 0808 8025 544 parents' helpline to discuss any worries about your child's emotional wellbeing.

Appendix 5: Information Sharing

The following guidance is taken from Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (July, 2018)

Flowchart of when and how to share information

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



[ata/file/721581/Information sharing advice practitioners safeguarding services.pdf](ata/file/721581/Information%20sharing%20advice%20practitioners%20safeguarding%20services.pdf)

Appendix 6: Annual safeguarding training

All staff

- Basic safeguarding training delivered in the end of August inset and on or before the first day of induction for new staff that covers:
 - o The overarching safeguarding policy
 - o The child protection policy
 - o The staff code of conduct
 - o Information on the role of the DSL
 - o Awareness of the early help process
 - o Information sharing
 - o Safeguarding in specific circumstances
 - o Reading and signing understanding of safeguarding policy and Annex A of KCSIE 2022 All staff will complete an online test to demonstrate understanding of KCSIE
- Prevent WRAP training delivered in-year by Haringey Community Resilience Team
- Female Genital Mutilation e-training in a Professional Development session
- Forced Marriage and Child Sexual Exploitation training

Tutors

- 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 Year in the Autumn Term

Safeguarding team

- Advanced Safeguarding Training for Designated Safeguarding Leads refreshed in line with best practice (currently 2 years)
- 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 3 years

Records of all training to be held in a safeguarding training folder held by HR. The most recent of the following training to be recorded on the SCR:

- Basic for all staff
- Advanced for safeguarding team

- Prevent WRAP training for all staff
- Safer recruitment training for Senior Leaders and Operations staff involved in recruitment

Appendix 7: 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 8: Safeguarding information for welcoming visitors, as displayed at reception



As a school we are committed to safeguarding and meeting the needs of children and young people.

All those who come into contact with children through their everyday work whether paid or voluntary have a duty to safeguard and promote the welfare of children and young people.

Regular LAE Tottenham visitors:

All regular volunteers and visitors who have contact with children of a specified nature (i.e. teaching) or in a specified place will require a DBS check. *Regular visitors to the school with a satisfactory DBS check will be provided with a [orange lanyard](#), which must be worn at all times.*

Occasional visitors:

Occasional or one-off visitors will be expected to read this information thoroughly, *will be supervised at all times by an LAE Tottenham staff member, and provided with a [red lanyard](#) which must be worn at all times.*

Ms E Brown
elaine.brown@laetottenham.ac.uk
Deputy Head (Pastoral)
Designated Safeguarding Lead



Mr P Spragg
paul.spragg@laetottenham.ac.uk
Mental Health & Emotional Wellbeing Lead
Deputy Designated Safeguarding Lead



Ms A Lord
amy.lord@laetottenham.ac.uk
Learning Support Assistant (SEN)
Deputy Designated Safeguarding Lead



Ms P Valovani
pamela.valovani@laetottenham.ac.uk
Pastoral Support Lead
Deputy Designated Safeguarding Lead



Raising concerns about children or young people at LAE Tottenham:

If you have concerns about the wellbeing of any young people, remarks they make, or their physical presentation throughout your visit, you should ask to speak to one of the listed members of the safeguarding team in person.

Any specific concerns can also be recorded and shared with the safeguarding team via email:

safeguarding@laetottenham.ac.uk

Allegations about LAET staff should be reported to the Headteacher, Mr Balon:

ian.balon@laetottenham.ac.uk

If the allegation regards the Headteacher, the concern should be reported to the chair of governors, Rebecca Hilsenrath: rebecca.hilsenrath@laetottenham.ac.uk

Overleaf you will find information about the school's vision and values, and fire-evacuation procedures.

Once this has been read, visitors will be asked to sign their lanyard. This signature will be received as an indication you have read, understood, and agree to the information on this sheet. You should ask any questions about this information before signing to receive your lanyard.

All visitors must:

- Wear their red lanyard at all times
- Remain under the supervision of a member of LAET staff
- Be mindful of the school safeguarding systems

All visitors must NOT:

- Provide personal contact details to young people without the consent of LAET staff
- Take photographs of any students or staff throughout their visit
- Work with students without supervision

LAET prevent risk assessment and action plan

SCHOOL	London Academy of Excellence Tottenham
SIGNED	E Brown

DESIGNATED SAFEGUARDING LEAD	E Brown
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DATE	01.09.22	REVIEW INTERVAL	Annually	DATE FOR NEXT REVIEW	July 2023
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‘Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.’

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LAE Tottenham has been open since September 2017.

It is a selective 16-19 free school. Currently, we have close to 600 students on roll.

It is located in the Northumberland park ward of Eastern Haringey.

The school has an above average number of pupils on free school meals (22% currently FSM, 51% PP eligible; NA 28%) and above average numbers known to be having a large number of vulnerability factors.

63% of our students come from the two lowest social groups according to the ACORN tool for socio-economic analysis.

A large proportion of our students come from north African or middle-eastern heritage. We also have large Turkish and Kurdish communities.

BOROUGH SITUATIONAL PROFILE

Haringey has recorded a rise in hate crimes (especially anti-Semitic, Islamophobic, homophobic and transphobic). There has been anti-Semitic graffiti found in the area and an increase in channel cases of those accessing far-right social media channels. Issues such as BREXIT are causing polarisation in communities across the borough.

There has been an increase in hate crimes against religious institutions in relation to the far right following the New Zealand attack and calls by some far-right groups to replicate attacks in the UK.

There is mainstream support from some individuals in Haringey towards the PKK, a proscribed group. There is a sense of anger that the group has been proscribed and a polarisation between Turkish and Kurdish communities.

The conflict between Palestine and Israel has the ability to cause polarisation between Muslim and Jewish members within the community in Haringey. The conflict can also be exploited by the far-right.

Mental Health and Autism (Diagnosed or Undiagnosed) is a heavy feature of Channel Referrals. Literal interpretation of radical messaging causes difficulties in challenging ideologies. Lack of appropriate level of support due to undiagnosed Autism increases vulnerability and risk of radicalisation.

Haringey is a highly diverse borough; 38% of residents are from BAME groups, 26% identify as 'white other' and 180+ languages are spoken. Haringey is the 4th most deprived borough in London, with deprivation more concentrated in the North East of the borough. There is a significant variation in educational attainment across Haringey; black boys have the lowest attainment of all ethnic and gender groups. In 2018, a rate of 18 children per 1,000 pupils in Haringey were known by schools to have Autism, a higher rate than the London average (15 per 1,000 pupils).

Haringey has the second highest rate of drug use (excluding Cannabis) among 15-year olds of all London boroughs. There is also a higher than average rate of young people cautioned or sentenced in the borough. Among Haringey's most prolific youth offenders, signs of poor parenting were evident in the first year of life in 45% of cases, 90% had experienced loss of a parent through death or separation by the age of 5 and 30% had witnessed domestic abuse by the age of 7.

Nearly half of residents in the borough mistrust the police, and in some neighbourhoods as many as half of residents said they felt unsafe after dark. Haringey has the third highest rate of domestic abuse with injury in London. Haringey's knife crime with injury has improved but is still the ninth highest in London. Haringey saw a 6% increase in overall hate crime between 2017/18 and 2018/19, with particular increases in Homophobic and Disability Hate Crime. Haringey has over 120 venues where cultural activities take place, and over 70 events occurring annually.

STRATEGIES, POLICIES AND PROCEDURES

What procedures are currently in place for this school? Which policies include the Prevent Duty/relate to tackling radicalisation and extremist behaviours?

- *Safeguarding and promoting the welfare of children policy*
- *Student conduct and behaviour policy*
- *Attendance policy*
- *Preparing for life in modern Britain*
- *Anti-bullying policy*
- *SEN policy*

All policies can be found [here](#).

RISK AREA	RISK/HAZARD (include either Risk/Hazards or questions from PowerPoint here)	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Leadership	Leaders (e.g. HT) unaware of the requirements or significance of the Prevent Statutory Duty	<ul style="list-style-type: none"> DHT Pastoral is Prevent strategic lead and DSL DHT sits on the local prevent delivery group School has a track record of referring to channel where necessary 	L	
	Leaders unaware of the correct processes for escalating or reporting cases of concern to local authorities.		L	

ACTION PLAN

Actions	Completed?	Date	Lead	Evidence location
HT and all members of the SLT, including DSLs to receive WRAP Training with Haringey Prevent Team – renewed every 2 years.	Y	17.1.22	DHT Pastoral	Training updates recorded on SCR
Create a consistent point of contact for Prevent related issues in the school (e.g. Prevent Lead).	Y	01.09.20	DHT Pastoral	N/A
Headteacher and DSLs, to receive regular updates on borough Prevent Duty via borough newsletter and distribute to SLT.	Y	Ongoing	DSL	N/A
HT and DSL to establish key contacts in the Local Authority and Police for Prevent Concerns. DSL to attend Haringey Project Dharma (Police, Schools and youth leads forum)	Y	Ongoing	HT, school support officer – Becky Condon	
DSL to seek advice and support regarding escalating any Prevent Duty Concerns to Haringey PEO	Y	Ongoing	DSL	
Reassess Action Plan each academic year, or more regularly if deemed necessary	Y	Next review July 2023	DHT Pastoral	

RISK AREA	RISK/HAZARD	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Children's Resilience and Curriculum	Pupils are unaware of the ways that extremists may target or approach them.	<ul style="list-style-type: none"> Safe internet practices taught as part of induction Active debate culture within the school Daily sessions with tutor provides time for current affairs and world issues to be explored 	L	
	Young people are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or that which contradicts 'British values'	<ul style="list-style-type: none"> All visiting speakers are supervised at all times and wear red lanyards and photo ID cards. All staff involved in recruitment have completed safer recruitment training. Frequent SCR audits 	L	
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	<ul style="list-style-type: none"> Extremely high standards of behaviour with call-backs and detentions well used by staff HOYs and DHOYs track behaviour weekly Regular learning walks led by SLT 	L	

ACTION PLAN

Actions	Completed?	Date	Lead	Evidence location
Students to be taught resilience building skills in relation to a variety of topics including <i>radicalisation, terrorism, stereotyping, rule of law, equality, racism, prejudice and tolerance of beliefs and faith</i> . Allow all learner types to benefit from these lessons and sessions.	Y	23.03.22	AHT Pastoral	PD curriculum plan
Ensure that British Values are integrated into the curriculum	Y	23.03.22	DHT Pastoral/ DHT Academic	Dept visions and SOWs British values strategy doc
Create a safe space and culture in the school to debate key issues, enabling staff to debunk any damaging myths	Y	23.03.22	DHT Pastoral	Weekly debate club Freedom of speech guidance doc
School to create a safe space for students to report and discuss any worries or fears they may have in relation to safeguarding concerns	Y	23.03.22	DSL	

Newsletters and website include key messages on all matters of safeguarding	N	By Nov 2022	DHT Pastoral / Director of External Relations	EBR/ JAM to liaise with new comms postholder on parent facing SG information (inc online safety)
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RISK AREA	RISK/HAZARD	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Staff Training	School Staff are unaware of the Prevent Duty and its purpose, leading to risks to go unreported to DSLs.	<ul style="list-style-type: none"> Yearly safeguarding training to all staff including reference to prevent 2 Yearly WRAP to teaching staff and annual updates All staff complete online prevent duty training through IHASCO as part of induction 	L	
	School Staff are unaware of the risks of radicalisation and the vulnerabilities that are associated with radicalisation and terrorism meaning cases of concern are not reported.		L	
	Staff are unclear about how to refer their concerns meaning individuals are not supported.		L	

ACTION PLAN

Actions	Completed?	Date	Lead	Evidence location
All Staff to receive WRAP training from the Local Authority every 2 years	Y	7.1.220	HT	
New staff to attend Virtual training with PEO for Haringey on available dates or complete Home Office Online virtual course	Y	Ongoing	HR staff	SCR
All Staff to read 'Keeping Children Safe in Education', 2022	Y	Ongoing	DHT Pastoral	KCSIE survey sent out after every SG training session, and completed by all new staff
Incorporate Prevent Duty into School-Wide Safeguarding Policies. Share with all staff	Y	Ongoing	DHT Pastoral	This has been done consistently in our policies since opening

RISK AREA	RISK/HAZARD	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Online Safety and IT Policies	Pupils are unaware of the dangers they may face online in relation to extremism and terrorism at home and in school.	<ul style="list-style-type: none"> Pastoral curriculum Safe internet practices session taught to all new students Safe use of the internet implicitly taught throughout all subjects 	M	What more could we do that is parent facing?
	School computer do not have limitations or monitors of extremist material	<ul style="list-style-type: none"> Syscloud and Impero filters both effective and routinely followed up Lightspeed filtering system operational 	L	
	Young People access Extremist material on school networks	<ul style="list-style-type: none"> We have effective firewalls (WatchGuard) that ban prohibited websites Our filters would – and regularly do – pick this content up 	L	
	Young People access Extremist material on personal or home devices	<ul style="list-style-type: none"> School devices would still pick this content up when being used at home 	M	We plan to run parents facing sessions with advice to parents on installing filters on their personal devices alongside further guidance for parents through training.

ACTION PLAN

Actions	Completed?	Date	Lead	Evidence location
ICT systems to have appropriate filters and blocks	Y	ongoing	Business director	
ICT systems to have key word alerts of terrorism/radicalisation concern.	Y	Ongoing	Business director	
Run online safety workshops with parents.	N	Autumn term 2022	DHT Pastoral	

RISK AREA	RISK/HAZARD	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Premises and Facilities	Young people/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	<ul style="list-style-type: none"> All visitors to the school must have , identification and are accompanied Outlines of what external speakers intend to cover in sessions are requested prior to attending the school All visitors read our safeguarding for visitors briefing sheet, and are supervised whilst in the building 	L	
	Extremist or terrorist related material is displayed within the setting	<ul style="list-style-type: none"> Conduct thorough due diligence to potential extremist activity before allowing external groups to use the school premises. Regular walk-arounds conducted – daily site checks We offer a supervised prayer space for our students, and the DSL meets regularly with the staff member supervising it. 	L	
ACTION PLAN				

RISK AREA	RISK/HAZARD	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Partnerships	The school does not have effective partnerships with organisations including the Local Authority Prevent Team, Police Prevent Team, DfE, Safeguarding Networks and others.	<ul style="list-style-type: none"> • SLT/DSLs to regularly have contact with Haringey PEO, including during referrals. • School support officer – PC Becky Condon – is routinely based in school • DSL sits on the Haringey Prevent Delivery group 	L	
	Parents do not feel able to communicate with school around concerns	<ul style="list-style-type: none"> • Regular communication with parents • Optional parental workshops run year round 	M	It is challenging in our context to build a thriving parent community in the school
	Lack of access to best-practice advice and supportive networks from PSHE/Safeguarding Meetings.	<ul style="list-style-type: none"> • Safeguarding linked governor is Tony Hartney – Gladesmore Head • Close relationship with Dukes Academy • Close partnerships with CYPs at Haringey 	L	Need to develop better links beyond Haringey
	Specific factors that make the school community potentially vulnerable to being radicalised remain unknown (e.g. extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	<ul style="list-style-type: none"> • Community outreach from the school ensures we develop good working relationships with community organisers 	M	Better support from local Muslim faith leaders would be welcomed – who could we reach out to?

ACTION PLAN

Actions	Completed?	Date	Lead	Evidence location
Parents to receive awareness and updates on risks for their children including safeguarding concerns regarding Hate Crime, Radicalisation and Terrorism.	N	01.10.22	DHT Pastoral	We should make this a feature of regular email comms with parents where appropriate
DSL to attend London FE College Prevent Network meetings for wider networks	Y	Ongoing	DHT Pastoral	EBR in email contact with Jennie Fisher and will attend next session

RISK AREA	RISK/HAZARD	EXISTING CONTROL MEASURES	RISK LEVEL (Low, Med, High)	Notes
Local Area	Children are exposed to anti-Semitic and Islamophobic graffiti and other behaviours. This can lead to students developing harmful thoughts about various groups.	<ul style="list-style-type: none"> The school is in a well-kept campus, as part of the Tottenham Hotspur football stadium complex 	M	Our young people often travel in from up to an hour away on public transport – so this is hard to mitigate
	The area becomes divided, with some groups feeling isolated, leading to hostile feelings towards other groups in the area.		M/H	Tottenham has been an area that has witnessed rioting in the past. Recent protest movements have certainly stirred up strong feeling locally. Opposition to regeneration plans was clear, and there have been recent stabbings, directly affecting members of our school community

ACTION PLAN

Actions	Completed?	Date	Lead	Evidence location
Facilitate age-appropriate sessions to all pupils about the situation in the local area and how to be resilient to negative information they see about other nationalities, faiths or groups.	N	December 2022r	DHT Pastoral	This seems like a useful element to build into the PSHE programme
Provide opportunities for pupils to learn about each other's nationalities and cultures. Help them to debunk myths and build stronger, long-term friendships.	Y	09.20	DHT Pastoral	Annual culture days now taking place in addition to culutrally focused assemblies

Appendix 10: low level concerns procedures

Paragraphs 423-444 of KCSIE 2022 explain the responsibility of schools to “promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.”

Examples of such ‘low-level’ concerns are as follows:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Schools are required to set out their own procedures on how to respond to these concerns:

1. How concerns about staff members should be brought forward.

If any staff members develop concerns about another member of staff, they must email lowlevelconcerns@laetottenham.ac.uk.

The membership of this email group is as follows:

- Head teacher
- Business Director
- Deputy Head, pastoral (DSL)
- HR Manager

2. How low level concerns will be triaged.

Before action is taken, a minimum of two members of the above group will discuss the concern, to consider the appropriate next steps. No decisions should be made in isolation.

One member of the email group will be appointed as an investigator, at the Head’s discretion. In most instances, we expect the investigator is likely to be the DSL, though not necessarily always.

At this point, the concern may be dealt with as any usual safeguarding concern, or may be elevated in significance, depending on the nature of the concern raised. Further information is available in the Safeguarding Policy.

From receiving the concern, the members of this group will not divulge any of the issues raised to anyone else apart from those connected with it directly.

3. How low level concerns will be investigated.

Firstly, the appointed investigator will speak to the staff member that raised the concern, for a full written statement, to elaborate on any elements of the original concerns raised that appear significant.

For consistency, all appointed investigators will use a consistent format, with scripted questions that avoid subjectivity or discriminatory treatment.

Staff will be asked to sign and date any notes taken or statements made, to indicate their full understanding of the details of concerns raised.

Depending on the circumstances of the concern, it may be appropriate to speak to affected students and/or the individual against whom the concern was raised as part of the investigation process.

4. How low level concerns will be recorded.

All low level concerns must be recorded in writing.

A secure drive on the LAET server with limited access will be used to record the concerns.

A spreadsheet to record them, along with the individual statements will be maintained by the HR manager.

Records of concerns will be kept on the low level concerns spreadsheet until the individual leaves LAET. Information relating to the concern e.g. investigation notes etc, will be stored securely in the individual's personnel file, including once they have left LAET for the purposes of the review of historical allegations.

5. How low level concerns will be resolved.

Part of the scripted pro-forma to complete the investigation will involve categorising the concern as one of the following:

Substantiated	Malicious	False	Unsubstantiated	Unfounded
(there is sufficient evidence to support this concern)	(there is sufficient evidence to disprove this concern, and there has been a deliberate act to deceive the school)	(there is sufficient evidence to disprove the concern, or to suggest it was a misunderstanding)	(there is insufficient evidence to either support or disprove the concern)	(to reflect cases where there is no evidence or proper basis for the concern being made)

An assessment of potential risk will also take place, factoring in the likelihood of similar issues arising again, the quality of reflection from the staff member, and the capacity for the school to mitigate against future issues.

Following this, the investigator will also recommend appropriate next steps, which may include ongoing monitoring; scheduled check-ins to provide additional support; closer support provided through existing LM structures; or support from other members of staff in school such as T&L coaches, or pastoral staff.

The agreed next steps will be confirmed in writing to the individual, likely on a Letter of Concern.

If a pattern of concerns emerges, it may be appropriate to deal with the matter under LAET's Disciplinary Procedure.

The inclusion of safeguarding concerns in future employment references will be applied in line with current Safer Recruitment guidelines.

6. What support for staff members will be available?

Support through line managers will only be offered with consent of the subject of the allegation, so as to keep the details of any allegation strictly confidential.

Throughout the process, either the reporter, the subject of the allegation or the investigator may request a space to speak with one of the school counsellors.

7. What if my concern regards a member of the group that deals with low- level concerns?

If the allegation regards the Head, Deputy Head (Pastoral), Business Director or HR Manager, then these concerns must be referred to the Chair of Governors.