



Safeguarding policy

Key points and summary

1. We are a caring community, whose values are built on mutual trust and respect for all. Harrow High takes the safeguarding of children seriously. We aim, as a school, to ensure a safe and secure environment where all can learn and develop the skills which will protect them as they become more independent. Systems are in place so that the learners are safeguarded through safer recruitment; child protection procedures; appropriate checking of adults; adequate staff / learner ratios and awareness to potential risks
2. This overarching policy aims to:
 - Give clear guidance to staff as to their responsibilities
 - Show the inclusion of our safeguarding ethos in school policies
3. The emphasis is to ensure stakeholders are aware of the importance of safeguarding at all times. The policy is part of the Safeguarding and Health & Safety suite of policies.

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Next review date: March 2019

Responsible for review: Matt Jukes (DSL)

1.

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1. Introduction and key contacts

Harrow High School is fully committed to meet its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

Section 175 of the **Education Act 2002** (or **Section 175** for *Independent Schools*) places a statutory duty on the governing body (or proprietors) to have policies and procedures in place that safeguard and promote the welfare of children who are learners of the school.

Section 11 of the **Children Act 2004** sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community is provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

Our Policy and Procedure also reflects Government guidance set out in [Keeping children safe in education \(DfE September 2016\)](#) which incorporates a range of related responsibilities for schools and newer statutory duties introduced to protect children and young people from Female Genital Mutilation and Radicalisation.

Our policy applies to all governors, staff and volunteers working in the school.

1. Key Contacts

(i) Safeguarding and Promoting the Welfare of Children at Harrow High School:

Role	Name	email
Designated Safeguarding Lead (DSL)	Matt Jukes	mjukes.310@hhsweb.org
Deputy DSL	Lisa Sidoli	lsidoli2.310@hhsweb.org
Designated Lead Governor for Safeguarding	Jo Lang	office@hhsweb.org
Deputy Lead Governor	Pete Bains	office@hhsweb.org
Headteacher (for concerns/allegations about staff	Paul Gamble	pgamble.310@hhsweb.org

(ii) Key local contacts for safeguarding children

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	'Golden Number': 020 8901 2690 Emergency Duty Team :weekends, bank holidays and between 5pm-9am during the week: 020 8424 0999
Police	101 or for immediate emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via MASH/Golden Number above. Ongoing cases: 020 8736 6435
Children and Young People with Disabilities 0-25yrs	020 8966 6481
Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board	www.harrowlscb.co.uk
NSPCC	0800 800 5000
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC	0800 028 0285

2. Harrow High School's Safeguarding Mission Statement

All staff at Harrow High School understand that safeguarding children is everyone's responsibility.

We will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- Always act in the best interests of the child;
- Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See our Recruitment and Selection Policy and Procedures).
- Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment;
- Establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern;
- Where there is a safeguarding concern, take the child's wishes and feelings into account at all stages of the process of intervention;
- Ensure that children who have been abused or neglected will be supported in line with a child protection plan;
- Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies;
- Include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help;
- Maintain an attitude of "it could happen here" where safeguarding is concerned.

3. Responsibilities

(i) Governing Body (or Proprietor if an Independent School)

It is the responsibility of the Governing body to ensure that the school complies with its legislative duties and has regard to Government Guidance **Keeping Children Safe in Education** to ensure that our school's policies, procedures and training are effective and comply with the law.

The Governing Body (or Proprietor) will therefore:

- Designate a lead governor for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues;
- Nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse made against the Headteacher;
- Ensure that the school has a Designated Safeguarding Lead within the senior management team;

- Ensure that policies and procedures are in place, which are compliant with the HSCB's guidance. These should be reviewed annually and staff should be encouraged to contribute to their development;
- Ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training. This should be regularly updated (at least annually).
- Liaise closely with the Designated Safeguarding Lead and receive regular reports in to monitor procedures and practice and ensure compliance;
- Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children;
- Ensure that Allegations Management procedures are in place and embedded across the school;
- Ensure that other related procedures are in place and embedded such Children Missing Education, FGM, anti-bullying, preventing radicalisation (see Other related Policies and Procedures);
- Ensure any deficiencies in safeguarding arrangements are remedied without delay;
- Ensure that staff are equipped to respond to the needs of vulnerable children including those with disabilities and those who are Looked After by the Local Authority;
- Ensure that the curriculum supports children in recognising and responding to risks, including IT.

(ii) Designated Safeguarding Lead (DSL)

The DSL should sit within the senior management team and take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description (See Annex A for government's role description). Deputy DSLs should be trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.

During term time our DSL or Deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/ out of term activities (see our out of hours arrangements below)

The DSL should:

- Undergo training to provide them with the knowledge and skills required to carry out the role. Formal training should be updated every two years with regular updates on developments in between, e.g. via e-bulletins, meetings for DSLs, and reading time;
- Act as focal point for staff concerns and liaise with the Local Authority and other agencies in accordance with [Working Together to Safeguard Children April 2018](#);
- Refer all cases of suspected abuse to Harrow children's Social Care via the Multi-agency Safeguarding Hub (MASH)
- Refer all cases to the police where a crime has been committed

4. Procedures

- (i) It is the responsibility of every member of staff and volunteer to know and understand our Child Protection and Safeguarding Policy and Procedure.
- (ii) If any member of staff or volunteer is concerned about a child s/he must inform the DSL immediately. You must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations or what has been said. (See Appendix 2 for School Record of Concern).
- (iii) The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to [Harrow Thresholds Guidance](#). If it is decided to make a referral to Children's Social Care this will be discussed with the parents, unless to do so would place the child at further risk or undermine the collection of evidence e.g. forensic evidence. All concerns, discussion and decisions will be recorded in writing.
- (iv) Where this a child protection concern, allegation or disclosure the DSL will make an immediate call to Children's Social Care to alert or to consult with them. The Multi Agency Referral Form will be sent by the DSL.
- (v) If a member of staff disagrees about the level of concern and feels that a child has not been protected, then any member of staff can make a direct referral to Children's Social Care – refer to [HSCB guidance on multi-agency resolution of professional disagreements](#).

5. When concerned about a child

All staff and volunteers should be aware that the main categories of abuse include, Physical, Emotional, Sexual Abuse and Neglect (see Appendix 3). Training should equip staff to help identify the indicators of harm, but in general in an abusive relationship a child may:

- Appear frightened of a parent or others in the household e.g. siblings;
- Appear frightened of someone outside of the home, including a peer. This includes within the school setting;
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and cultural backgrounds);
- Display insufficient sense of boundaries or lack stranger awareness;
- Appear wary of adults and display a 'frozen watchfulness' or appear noticeably withdrawn.

6. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief, allowing the child to talk freely and at their own pace;
- Take what the child says seriously;
- Reassure the child, but do not make promises, particularly about maintaining confidentiality – it might be necessary to refer to other agencies;

- Reassure the child that they are not at fault and they were right to tell someone;
- Listen and only ask questions when it is necessary to obtain clarification;
- Do not criticise the alleged perpetrator;
- Make a written record as soon as possible, using the child's language when relaying what they said;
- Pass the information the DSL without delay.

7. Confidentiality and Communicating with Parents

All staff in schools have a responsibility to share relevant information about the protection of children with other specified professionals, particularly investigative agencies (Children's Social Care and the Police). If a child confides in you and requests that the information is kept secret, it is important to tell the child in a sensitive manner and appropriate to their development that you cannot promise complete confidentiality, but explain what you will do next and that information will only be shared with those who need to know in order to help.

Staff/volunteers who receive sensitive information about children and their families should therefore only share information with appropriate professionals.

Parents should be made aware of the school's Safeguarding and Child Protection Policy and Procedures and that these are available on our school's website.

Parents should be informed prior to referrals being made to other agencies, unless to do so might place the child at further risk or cause evidence to be removed or destroyed. The DSL will ensure that our school's information sharing arrangements comply with the [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015](#).

8. Record Keeping

When a child protection concern has been identified, reported or disclosed, the member of staff receiving this information should:

- Make brief notes as soon as possible. Use the school Record of Concern Sheet wherever possible;
- Not destroy any original notes – these are sometimes required by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Draw a diagram to indicate the position of any visible injuries;
- Record statements and observations rather than interpretations or assumptions;
- Sign and date your notes;

All notes and records must be given to the DSL promptly.

The DSL will ensure that all safeguarding records are managed in accordance with the [Education \(Pupil Information – England\) Regulation 2005](#).

9. Supporting Vulnerable Children

We recognize that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support learners through:

- Curricular opportunities to encourage self-esteem and self-motivation;
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- Liaison with other agencies which support the learner such as Social Care and Child and Adolescent Mental Health Services (CAMHS);
- Our school's behaviour policy will support vulnerable learners in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the learner's sense of worth.

10. Safer Working Practice and Managing Allegations Against Staff and Volunteers

Harrow High School has a separate Safer Recruitment Policy which is compliant with local HSCB procedures and national requirements and regularly reviewed to reflect government requirements i.e. ensuring pre-employment checks and appropriate DBS and reference checks.

All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. Harrow High School's Code of Conduct and Guidance for Safer Working Practice forms part of our School's compulsory training for all staff and volunteers.

Any allegation against a member of staff or volunteer, described below, must be reported to the Headteacher without delay, unless the Headteacher is the subject of the allegation - when the Chair of Governors must be informed.

Where a member of staff or volunteer may have:

- Behaved in a way that has or may have harmed a child;
- Possibly committed a criminal offence against/related to a child;
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information is to be shared on a 'need to know' basis only.

An immediate written record of the allegations should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

The Headteacher or Chair of Governors will not investigate the matter but will consult the Local Authority's Designated Officer (LADO) for Managing Allegations via the Multi-agency Safeguarding Hub (MASH).

Whilst recognising our duty to support staff, the welfare of our learners remains our paramount consideration. Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our

legal duty to refer to the DBS and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child.

11. Whistle-blowing

The Governors of the school are committed to the highest standards of openness, probity and accountability. In line with that commitment we encourage employees who have serious concerns about any aspect of the school's work to come forward and voice those concerns.

All staff and volunteers are made aware of their Whistle-blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

It is recognised that certain cases will have to proceed on a confidential basis. The school's Whistleblowing Policy makes it clear that staff can do so without fear of reprisals. This Policy is intended to encourage and enable staff of the school, to raise serious concerns within the school rather than overlooking a problem or discussing it externally.

We ensure that staff and volunteers are aware that sexual relationships with learners aged under 18 are unlawful and could result in legal proceedings taken against them under the *Sexual Offences Act 2003*. Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations; the HSCB or the Government's Whistle-blowing report line: **0800 028 0285**.

12. Other Safeguarding Related Policies and Guidance

Attendance (including admissions interviews)

Through our attendance protocol we promote to parents the importance of ensuring that learners attend regularly. We also ensure any absence is checked if a child is not in school without explanation. This is either by direct contact with parents or by sending a text message. Absence within school time is only authorised when it is in response to exceptional circumstances. The following statement appears in school documents "Harrow High School is only responsible for children between the hours of 8.15am and 3.50pm unless the children are at an organized school activity supervised by school staff. Outside of these hours, children are the responsibility of their parents. We ask that parents ensure their child arrives punctually at school but not before the published hours."

Adult /Child Ratio

We ensure the adult /child ratio is sufficient to safeguard the learners in all situations. In class, we employ LSAs to maintain ratios based on level of need.

When learners are out on school activities or trips, we adhere to DfE, LA and Transport for London guidance on staff/learner ratios of at least 1 staff to 10 learners; this can vary however, depending on the length of the trip, nature of the activities being undertaken and the level of support required by the learners attending. Advice and a full risk assessment is undertaken by the school's EVC before any educational visit occurs.

Anti-Bullying

Our anti-bullying policy reflects our ethos of encouraging all learners to have a positive attitude to everyone. Bullying is challenged whenever it arises and learners are encouraged to understand the negative impact. SALs/ASALs log any type of behaviour that may be considered bullying to spot any trends and patterns so as to deal with this more effectively. These figures are reviewed at the termly Safeguarding meeting with Governors.

Our school's policy on the prevention and management of bullying is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. See further [government guidance on bullying](#).

Further advice for learners can be found on the Harrow LSCB website: <http://www.harrowlscb.co.uk/children-young-people/worried-about-bullying/>

Also see NHS advice: <https://www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx>

Behaviour and Punctuality for Learning

Parts of our Behaviour and Punctuality for Learning Policy is displayed in areas of the school, in the Information for Parents booklet, in Learner planners and in full on the school website. All learners are reminded regularly through assemblies, class teaching and individual reminders about the Behaviour and Punctuality for Learning Policy. Parents and learners are told about the rules at induction interviews and encouraged to support their children in keeping them.

Further details are found in the full policy.

Child Protection (including allegations against staff)

We have a detailed Child Protection policy (reviewed annually) that reflects our duty of care for our learners and highlights the strategies we would use. We seek to protect every child in our care and put their interests first. We have a Designated Safeguarding Lead who is known to all staff plus a Deputy DSL who has received Level 3 training. All staff are given regular updates at the start of each new academic year related to Child Protection. Any new adults who arrive after the initial Level 1 training are presented the Level 1 safeguarding PowerPoint to ensure they are fully aware of what to do.

When dealing with a disclosure from a learner the Designated Safeguarding Lead refers to the HSCB thresholds but always seeks advice from the through the Golden Number.

Harrow Borough Thresholds: <http://www.harrowlscb.co.uk/guidance-for-practitioners/thresholds/>

Staff who become aware of an allegation of abuse of a learner by another member of staff should report the matter immediately to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or the Headteacher. The LADO will also be informed if deemed necessary after a meeting between the Designated Safeguarding Lead and the Headteacher. If the allegation is against the Headteacher it must be reported immediately to the Chair of the Governing Body (staff to ask the Senior Business Manager for contact details).

We comply with the Harrow LSCB procedures found here: <http://www.harrowlscb.co.uk/guidance-procedures/managing-allegations-against-staff-and-volunteers/>

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even

where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Exploitation can also happen on-line.

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young learners affected by CSE. We will follow the HSCB protocol for identifying and managing cases of CSE and promote the use of the HSCB's [SAFEGUARD Identification Tool](#) Identification tool in our child protection training.

Guidance for staff from Harrow LSCB: <http://www.harrowlscb.co.uk/guidance-for-practitioners/child-sexual-exploitation/>

Harrow LSCB procedures: <http://www.harrowlscb.co.uk/guidance-procedures/child-sexual-exploitation-procedures/>

Harrow LSCB advice for Learners: <http://www.harrowlscb.co.uk/children-young-people/cse/>

Children Missing Education or Missing from Home and Care

Harrow High School will fulfil its statutory duty in notifying the local authority when removing a learner's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a learner's name at a non-standard transition point.

When one of our learner s goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the [Grab Pack for a Missing Child](#)

Harrow LSCB Procedures: <http://www.harrowlscb.co.uk/guidance-procedures/missing-children/>

Domestic Abuse

Our school recognises the immediate and long term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

All notifications of domestic abuse will be managed in accordance with [government guidance on domestic violence and abuse](#) reporting.

Drugs Education and Substance Misuse

We aim to equip learners with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our teaching about drugs has the primary objective of helping learners to become more confident and responsible young people. We teach learners about the dangers to health posed by taking inappropriate drugs and the importance of taking medicines as prescribed by health professional. We aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society. The school operates a no smoking policy anywhere on the school premises in line with legislation.

We recognise our responsibilities in the following regards;

a) **Learners:** We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to [Dfe and ACPO Drug Advice for schools](#).

b) **Parental Substance Misuse:** Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting learners and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

E-Safety

The school's ICT Acceptable Use Policy and E-Safety Internet Use Policies highlight the dangers of unfiltered and unsecured access to the internet for learners and requires parents to give consent for their child to be able to access the internet while in school.

The school will take all reasonable precautions to ensure learners cannot access inappropriate materials but also requires a commitment from learners and parents to ensure that school guidance is followed and the computer system and Internet is used in a responsible manner.

Learners are also advised in ICT lessons and via other routes e.g. assemblies about internet safety at home. Where appropriate the police are invited to give assemblies on keeping safe and advising learners about how their actions could fall foul of the law. The Acceptable Use of ICT is discussed at the admissions interview.

All staff are made aware of the school policy on E-Safety which sets our expectations relating to:

- Creating a safer online environment;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line;
- Inspiring safe and responsible use and behaviour;
- Safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones;
- What steps to take if you have concerns and where to go for help.

All staff are also governed by the terms of the Acceptable Use Policy in school and the school's ICT system is reviewed regularly with regard to security and virus protection. All staff are issued with a guidance for using ICT, including social networking sites, when working with learners.

The school's comprehensive policy is rigorously enforced.

Harrow LSCB guidance on e-safety: <http://www.harrowlscb.co.uk/e-safety-guidance/>

Equality

This covers all issues relating to equality whether of gender, ethnicity, culture, religion, educational difference or any other form of diversity. Derogatory comments are challenged and adults explain why the comment is unacceptable. Serious incidents are reported to the Headteacher and logged. We seek to celebrate Harrow High's diverse community and workforce.

Further guidance is set out in the full Equalities Policy.

Female Genital Mutilation (FGM)

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families, partner agencies to promote understanding and safeguard learners who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our learners welfare where required and will fulfil our duties under the

Female Genital Mutilation Act 2003 (as inserted by section 74 of the *Serious Crime Act 2015*). This places a statutory duty upon teachers along with regulated health and social care professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Information on when and how to make a report can be found in the government's [mandatory reporting procedure on FGM](#) guidance. Click here for [Factsheet](#) on the Serious Crime Act 2015: FGM amendments to the 2003 Act.

Further advice from HSCB: <http://www.harrowlscb.co.uk/guidance-for-practitioners/fgm-guidance/>

Fire Drills including Lock Down Drills

We undertake regular fire drills so that learners and all adults working at the school know what to do in the case of a fire emergency. Rooms have the fire escape routes clearly labelled. Nominated staff take on responsibilities to check that their areas are cleared and feed this back to the member of staff in charge, normally the Head Teacher or Acting Head Teacher.

Lock Down Drills are for emergencies whereby the safety of learners requires them to be locked into classrooms with staff and hidden from intruders on the school site or a dangerous animal. Lock Down Drills have been practiced by staff and learners only to ensure they know what to do.

First Aid and Administration of Medication

There is a fully trained dedicated Welfare Assistant in post to provide first aid assistance and welfare provision for learners injured or feeling unwell. A large number of other staff are also trained and designated as First Aiders in the school to provide additional cover as necessary. Where a child is considered to be too unwell to remain in school, contact will be made with the designated adult and arrangements put in place for their speedy collection.

The school ensures all staff understand their duty of care to children and young people in the event of an emergency. An ambulance will always be called if there is concern that the accident may be more serious or if there is significant concern over the learner's health or welfare.

It is the aim of the school to help parents of learners with medical conditions feel secure in the care their children receive at this school. This is achieved by good communication within school and consultation with parents and health professionals\support agencies involved in learners' health care.

Medication will only be administered to learners providing it is fully authorised by their parent/carer, clearly labeled with the learner's personal details and the dosage and supplied in the original packaging. First aid procedures are detailed in the Health and Safety suite of policies.

Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to Honour Based Violence.

Our school recognises that it has an important role in safeguarding children from forced marriage by educating learners about the law and their rights and in identifying signs of risk. The Forced Marriage Unit has published [multi-agency statutory guidance](#) with pages 19-21 focusing on the role of schools and colleges. The Unit can be contacted for advice or information on 020 7008 0151 or email: fm@fco.gov.uk

Gangs and Youth Violence

Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in gangs or youth violence. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a learner or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm. For further information refer to government guidance on [advice to schools on gangs and youth violence](#).

At Harrow High School we take this is very seriously and will engage parents/carers at early stages to make sure they are aware that their child is at risk of getting involved in gangs or other negative group behaviours. We will use any outside agency to assist us in this including the police, Trident and the Gangs advisor at Harrow Borough.

Further guidance from Harrow Borough: <http://www.harrowlscb.co.uk/gangs-guidance/>

Harrow LSCB Parental advice: <http://www.harrowlscb.co.uk/gangs-2/>

Harrow LSCB Learners advice: <http://www.harrowlscb.co.uk/children-young-people/concerned-about-gangs/>

Health & Safety

Our Health and Safety policy is updated regularly and the relevant information shared with all stakeholders. The ethos of the school is that health and safety is everyone's shared responsibility and any risks or hazards are reported immediately. We are constantly vigilant. Each term there is a fire drill that practices efficient evacuation from the buildings.

Risk assessments are undertaken in all areas of the curriculum and to cover all risks identified in school. In order to ensure safety at lunchtime our learners are not allowed to leave site and staff are on duty at strategic places and engage with learners. Risk assessments are also undertaken before learners are taken off site for all locations to be visited.

There is also a critical incident plan that details what all staff should do in the case of emergencies.

Healthy Living

Through our curriculum and our assemblies we actively promote healthy lifestyle choices to the learners. They are also taught about making healthy choices in food through Science and Food Technology teaching and projects. Our caterers actively encourage healthy choices at lunchtime and meet the current legislation on nutritional standards.

As an academy with a background of being a sports college, the learners are taught the importance of physical exercise through having up to three hours of structured physical exercise offered within a week, and an emphasis on the importance and value of physical activity outside of the school day. The school has an extensive programme for extracurricular sporting activities to attract a wide range of learners.

Healthy eating, physical activity and emotional health are promoted to ensure an holistic approach to learners' wellbeing.

Intimate Care

Some job responsibilities necessitate intimate physical contact with children on a regular basis, eg providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to Standards & Achievement Leader and parents/carers.

Intimate care should ordinarily only be provided in accordance with a health care plan. Should it become necessary to provide emergency intimate care, parents must be consulted beforehand. Should they be unavailable, the CP officer must be consulted.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

Keeping training up to date

The Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead and the Head teacher are trained up to Level 3. The Designated Safeguarding Lead attends the termly HSCB meetings to keep this training topped up throughout the year.

The Designated Safeguarding Lead ensures that the whole staff (including Governors) receive Level 1 training annually at the start of the academic year. Any new staff are given the same training when they arrive to ensure all staff have the appropriate training.

The Safeguarding Governor attends training appropriate for their position.

Any further training is also arranged. Recent training events have included WRAP training and training for FGM concerns.

Learner Voice

The learners are encouraged to understand the importance of being able to form opinions and make judgments by having an elected School Council. They are encouraged to respond to suggestions and to seek ways to improve their school. They are aware that they can influence what is happening in school and to do so having sought the opinions of their peers. The School Council meets monthly and has 2 elected representatives from each year. A representative of the School Council meets regularly with SLT to discuss issues and progress. Learners participate in the recruitment of the school's teaching staff.

Meeting the Needs of Individual Learners

Many learners, at all levels of ability, will at some time, need extra help to reach their full potential. Our Inclusion Team consists of teachers, mentors and teaching assistants with specialist skills and experience in meeting the needs of learners who require additional support. The Team also supports bilingual learners at all stages of acquisition of English.

The majority of learners needing support receive it during their lessons. Occasionally there is focused, individual or small group work in specialist rooms with specialist leaders.

We have additional services available to support the welfare of our learners. These include an Inclusion Panel, the pastoral team (SAL and ASAL) and Connexions Personal Advisers. All external members of these services are DBS cleared.

Mental Health

- a) **Learners:** Our school seeks to promote positive mental health in our learners and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting learners with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary. For further information refer to government guidance on [mental health and behaviours](#) to identify and support learners whose behaviour suggests they have unmet mental health needs.
- b) **Parental Mental Health:** We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to [Think Child; Think Parent; Think Family: a guide to parental mental health and child welfare](#)

Notice Board/Website

The school has a display board for learners so they can easily access information about safeguarding. Information may also be accessed via the school's website or Harrow's safeguarding website <http://www.harrowlscb.co.uk/>

Peer on Peer Abuse

We recognise that children can also be vulnerable to physical, sexual and emotional bullying and abuse by their peers or they may be the perpetrator of such behaviour. We will always address such abuse seriously, involving partner agencies where required. We will remain alert to the possibility that a child or young person who has harmed another may well also be a victim. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action. See related sections on Bullying, Child Sexual Exploitation and Gangs and Youth Violence.

Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At Harrow High School we will confirm the status of every learner's care arrangements on admission (or when a learner's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. Click here for information on what constitutes [private fostering](#) and here for details of [The Children's Act 1989: private fostering](#).

Physical Intervention/ Positive Intervention

It is the school's policy to promote a safe and productive workplace and educational environment for its employees and learners.

Our school's policy on physical intervention and positive handling by staff is set out separately. It complies with the [DfE's guidance on use of reasonable force](#). This policy states that staff may only use reasonable force, meaning no more force than is needed to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment. Headteachers and other authorised trained staff can use such forces as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property. If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made. Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident. Further Harrow LSCB guidance: <http://www.harrowlscb.co.uk/london-gp/physical-intervention/>

Preventing Violent Extremism and Radicalisation

Our school recognises that protecting children from the risk of radicalisation is a part of our wider safeguarding duty to protect children from significant harm. Some young people may be more vulnerable to being groomed and this fact can be exploited by extremists. The internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

From 1st July 2015, specified authorities including all schools (and since 18th September 2015 all colleges) are subject to a duty under the *Counter-Terrorism and Security Act 2015*, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. Paragraphs 57-76 of the [Revised Prevent duty guidance for England and Wales](#): are specifically concerned with schools.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm: Click here for further guidance [Channel Duty Guidance](#)

Further HSCB advice and guidance: <http://www.harrowlscb.co.uk/radicalisation-and-extremism-2/>
HSCB guidance for parents/carers: <http://www.harrowlscb.co.uk/parents-carers/prevent-radicalisation/>

Road Safety and School Travel

The learners are taught about staying safe on the roads through SMSC and other relevant organisations, such as the police. The school also has in place a School Travel Plan Action Plan which has resulted in additional safety measures being put in place to improve road safety. Staff are on duty, at the school gate, at the start of the day and the end of the school day to monitor learners' access and egress from site.

Safer Recruitment

The Headteacher, Deputy Headteacher, School Business Manager and two Governors have successfully completed the NCSL Safer Recruitment Training Programme and the school's Recruitment Policy ensures that relevant guidance is adhered to in relation to the recruitment and selection of staff. All staff are subject to a Disclosure & Barring check and List 99 check form prior to starting work at the school. The enhanced DBS reference number is placed on their file, recorded both in Sims and on the Single Central file. Volunteers complete a DBS check or are monitored by permanent members of staff.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors/line managers to familiarise new staff with procedures and policy which affect the health and safety of all at school but especially the learners.

Supply staff, visitors and volunteer staff are provided with a booklet containing essential information.

Security

There is CCTV in operation at every entry point onto the school site and in every building. All visitors to the school have to sign in/out at Reception and will be challenged by staff if they do not display a visitors' ID badge in line with our Visitor Protocol.

The school also has emergency procedures established in case of a security breach. There are panic buttons within school including Reception. Staff can be alerted via two-way radios. Site staff have attended lone-worker training.

The school has cashless catering to reduce the need for learners to carry money in school. Entrances to the school, ICT suites, and science labs are controlled by electronic locks. Staff are required to wear their smartcards as a form of identification.

The school has a timetable identifying staff on Learning Walk and High Visibility to support behavior management and help maintain a calm and safe environment. Each faculty has a department safety net of identified staff to assist members of their team.

Sex and Relationships

Learners are taught about the physical development of and respect for their own bodies, about relationship issues and to have respect for the views of other people. Adults respond honestly to learner's questions, and use correct terminology. This continues into the sixth form.

The majority of sex education is taught as part of our SMSC programme and the course has the approval of the Governing Body. Parents may withdraw their children following a written request and discussion with the Headteacher.

Special Educational Needs and Disabilities

Our school is committed to ensure that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise that disabled children do however require additional action because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care.

Trafficking

Harrow High School will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school. For further government guidance refer to [Safeguarding Children who may have been trafficked practice guidance](#).

Trips

Off-site trips are always risk assessed and conform to our Trip Policy to ensure that learners are safely guided to and from their trips and suitably looked after whilst at the trip location.

Use of Photographs/Video

Parents are informed that photographs and videos of children may sometimes be used in school publications, displays in school and marketing literature. Parents have the right to refuse permission for their children to be involved in the above.

The school makes every reasonable effort to minimise risk by following appropriate guidelines and by securing parental consent.

Full details are in ICT policy.

Working out of normal hours protocol

Staff should always ensure their own safety by informing the site staff if they are working after normal hours. Staff should also always sign in at the site office and record where they are working during holidays or weekends.

When working with learners, especially after school hours, staff should ensure that doors remain open and other staff members are aware that they are working with learners. It is advisable not to work on a one to one basis with learners, particularly after school.

Working with others agencies (e.g. Police, INGNITE, WISH, The Priory, The Jubilee Academy)

Our commitment to ensure learners are safe in every possible way means that we will always work with outside agencies over and above expectations to refer child protection and welfare concerns to Social Services. Some examples of ways in which we have done this over the last year are detailed below;

- Serious Incident Group created by HHS to improve partnership across Harrow between schools, Police, Council, Social Services, YOT, Colleges and Harrow Businesses. The group meets monthly to share information and has systems set up to provide for a speedy flow information in case of situations where learners may be at risk of harm
- Trident – Anti Gang Assemblies for Yrs 7, 8, 9, 10 & 11
- Chelsea's Choice – Raising awareness of Child exploitation to Yr 8 & 9
- Paul Hannaford – Anti gang and drug assemblies from ex offender to Yrs 7, 8, 9, 10 & 11
- Safe School's Officers – Online safety and Sexting assemblies to Yrs 7, 8, 9, 10 & 11
- Diary of a Bad Man – Preventing Violent Extremism assembly to Yr 11 & Sixth Formers
- MRJ & SALs – various assemblies on anti-bullying, anti-gangs and anti-social behaviour
- Parental meetings raising concerns of possible gang type behaviour including viewing CCTV from Harrow town centre provided by the police in order to prevent crimes from happening.
- IGNITE mentoring for one2one or group sessions
- WISH centre support for learners who have self-harmed
- Close liaison with The Jubilee Academy and The Helix for out placed learners
- Liaison with The Priory for learners who are in their care to ensure their studies there are linked to courses run a HHS for when they return to the school.
- FGM training received by whole staff on INSET
- WRAP training received by a selected group, who represented all faculties