

**ESSEX PRIMARY SCHOOL**

**EARLY HELP,  
CHILD PROTECTION  
and SAFEGUARDING  
Policy**

Reviewed  
Review due

June 2016  
June 2017

## CONTENTS

	Page No.
<b>Introduction and Policy Statement</b>	4
<b>1. Essex Primary Child Protection and Safeguarding Policy</b>	5
Aims	7
<b>2. Keeping Children Safe-Early Help, Safeguarding</b>	8
Supporting children	8
Early Help and Step Down	9
Supporting Staff	10
Responsibilities	10
Recognition and response	12
Types of abuse and neglect	13
Training	14
<b>3. Safeguarding - Providing a safe Environment</b>	16
<b>4. Early Help, Safeguarding and child protection in specific circumstances</b>	17
Attendance	17
Pupil Behaviour	17

Bullying	18
E-safety	18
Health and safety	19
Child Sexual Exploitation	19
Female Genital Mutilation	19
Preventing Extremism and Radicalisation	19
Whistle - Blowing	20
Physical Intervention/restraint	21
<b>5. Working together with parents and carers</b>	<b>21</b>
Pupil Information	21
Confidentiality	21
<b>6. Adults working with children</b>	<b>22</b>
Safer Recruitment	23
Safe Practice	25
Allegations against staff	25
<b>7. Monitoring and reviewing our policy and practice</b>	<b>26</b>

# APPENDIX

	Page No
Appendix 1 Situations when a referral should be made reference list	29
Appendix 2 Further advice and guidance on dealing with a disclosure	31
Appendix 3 Making a referral	36
Appendix 4 Home Alone	38
Appendix 5 Log of concerns	40
Appendix 6 Social services log	41
Appendix 7 Confidentiality Policy	42
Appendix 8 Relevant Documents	46

## Introduction and Policy Statement

This document has been drawn up in accordance with the "Keeping Children Safe in Education" statutory guidance for schools and colleges (DfE March 2015). It will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with:

- Working Together to Safeguard Children (DfE 2013)
- The Procedures of Newham Safeguarding Children Board  
[www.newhamscb.org.uk](http://www.newhamscb.org.uk)
- The Children Act 1989
- The Education Act 2002 s175 / s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

Essex Primary school takes very seriously its duty towards all of its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take the appropriate action to address those concerns by working in full partnership with other agencies.

All staff at Essex Primary believe that a range of other policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our policies for:

- Anti-Bullying
- Attendance
- Behaviour management and physical intervention
- E-safety
- Health and Safety
- Intimate Care
- Safer recruitment
- Confidentiality
- FGM guidance
- Equality Duty
- Safe working practices for Staff and Volunteers
- Staff Handbook
- Whistleblowing
- Sex and Relationships Education policy

- Personal, Social, Health and Moral Education Policy
- RE policy
- Looked After Children

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

Although differences between cultures, races, languages, religions, and classes are respected and celebrated, cultural differences in child rearing practices are not an excuse for, or a defence, of child abuse.

The governors and staff fully recognise the contribution the school makes in partnership with other local agencies to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm and that everyone in the education service has an objective to keep children and young people safe. Through an emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused. We recognise that safeguarding incidents can happen anywhere and that children can be harmed in any environment. Statistically, LAC children (Looked After Children), Children with SEND and children with behavioural difficulties are more vulnerable and at risk of abuse. Staff need to be particularly sensitive to signs of abuse for these children.

This policy will be reviewed annually by the Governors of our school, the Head Teacher and Designated Person for Child Protection. It will be reviewed in June 2017.

This policy is available to all parents either in hard copy or from our website: [www.essex.newham.sch.uk](http://www.essex.newham.sch.uk)

## **1. ESSEX PRIMARY EARLY HELP, CHILD PROTECTION AND SAFEGUARDING POLICY**

**Essex primary is committed to Early Help, Safeguarding and Child Protection promoting the welfare of all of its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.**

- All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils and must know how

they should respond to any concerns about an individual child that may arise.

- To this end Essex Primary will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and this will be explained to them as part of staff induction.
- All staff should know who the designated safeguarding lead is. Currently that person is **Janet Price (Assistant Head Teacher and SENDCO)** who has received training in order to undertake the role.
- In the absence of the designated person we will ensure that we have other members of staff who have the knowledge, training and skills necessary to deputise. Currently these people are:

**Sue Montgomery - Family Support co-ordinator**

**Rosie Cowan - Head Teacher**

**Cecilia Mojzes - Deputy Head Teacher**

**Amber Ilyas - Deputy Head Teacher**

**Mary Jones - Learning mentor**

- Currently the Lead Safeguarding Governor is Russell Shaikh
- All staff will receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe.
- Essex Primary will always follow safer recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

There are five aspects to safeguarding and promoting the welfare of children that this policy provides:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Ensuring a safe environment in which children can learn and develop.

Social Services have a statutory duty to intervene if necessary when suspected abuse has been referred by Education.

## Essex Primary School Aims:

As a school, our aim is to:

- Maintain and develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Maintain and develop and promote effective working relationships with other agencies, especially with Newham's' Children's and Young People's Services and contribute to effective partnerships with all those providing services to our children.
- We will co-operate with relevant external agencies in any enquiries regarding child protection matters, including presentation at case conferences, core groups and multi-agency planning meetings.
- Emphasise the need for good levels of communication between all members of staff.
- Raise the awareness with all staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible causes of abuse, recognising that because of the day to day contact with children, school staff are well placed to observe the signs of possible abuse.
- To discuss and refer to the Children's Triage Service for Newham any significant concerns which may indicate physical abuse, emotional abuse, sexual abuse or neglect in accordance with the London Safeguarding Children Board child protection procedures and to attend any child protection conferences; initial, review, core group meetings and child in need conferences that may be called. In addition, to attend any professional meeting or Local Authority Designated Officer (LADO) meeting that is called.
- Identify children and young people who are suffering or at risk of suffering significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in school.
- Provide a systematic means of monitoring children known or thought to be at risk.
- Provide a safe environment for children and young people to learn.
- Ensure that every member of staff including temporary, supply staff and volunteers including the Governing Body knows the name of the Designated Senior Person responsible for child protection and their role.
- Ensure that there is a nominated governor for child protection.
- .Identify concerns early and provide help for children to prevent concerns from escalating.



- Support the child's development in ways that will foster security, confidence and independence and establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Where children leave the school the Designated Safeguarding Lead (DSL) will ensure their child protection file is copied to the new establishment as soon as possible but transferred separately from the main pupil file. (N.B this can be done electronically). If a child leaves and the new school is not known, the DSL should be alerted so that these children can be included on the database for lost pupils.
- Develop structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Ensure that safe recruitment practices are used and that Disclosure and Barring Service (DBS) checks are implemented.
- Ensure that all adults working within our school who work with children have been checked as to their suitability.
- The school will ensure that all parents have an understanding of the responsibility placed on staff for child protection by setting it out in the school prospectus.
- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this.

## **2. KEEPING CHILDREN SAFE - EARLY HELP, SAFEGUARDING**

The aim of the procedures that follow is to ensure that a child who is being abused gets help quickly.

### **Responding to concerns about individual children**

All children at Essex Primary School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

### **Supporting Children**

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may

feel helplessness, humiliation and some sense of blame. The school will endeavour to support the pupil through the school ethos of valuing the pupil.

Our school will support pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, recognising safeguarding issues and responsibilities of different agencies.
- Notifying CYPS as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- Support pupils in accordance with his/her Child Protection Plan and implementing 'Step Down' support if required and targets have been agreed after the closure of a Plan.
- Identifying Early Help approaches for children and young people.

### Early Help:

The school will follow the Early Help Framework:

Understand:

- Universal, Early Help and Statutory Services in Newham
- Early Strategy and Framework
- A structured approach to recording case work
- Values and principles for work with families

Plan:

- Identifying the strengths and needs of vulnerable families
- Using the **Early Help Record** to assess needs
- Gaining consent to gather information and work together
- Action Planning with families to remove barriers to progress

Do:

- Purposeful activities and targeted casework
- Using solution focus methods and persistent practice
- Working with families in groups
- Signposting and multi-agency work

Review:

- Keeping in touch and reviewing progress against action plans

- Sharing information and multi-agency working
- Monitoring outcomes and measuring impact
- Managing Early Help work and closing cases

### **Step Down:**

School will implement this approach to support families moving between different levels of need. We will provide continued support through Universal services for families no longer requiring intervention from social care so that there will be a seamless transferral of a family's action plan from Social Care professionals to Early Help practitioners. This will be monitored using the **Early Help Record**.

### **The Curriculum:**

- Through various aspects of the curriculum, staff will raise pupils' awareness and build their confidence so that they have a range of contacts and strategies to ensure their own protection and that of others recognising that pupils need opportunities to develop the skills they need to recognise dangers and stay safe from abuse.
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.

### **Supporting Staff**

- We recognise staff working in the school who have become involved with a child who has suffered harm, or who appears to be likely to suffer harm may find the situation stressful and upsetting.
- All staff will have induction and then ongoing training and updates about child protection organised by the Designated Safeguarding Lead.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

### **Responsibilities**

The school recognises that it does not have the responsibility to investigate cases but all adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.

### **All staff must:**

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's rights to privacy but not promise confidentiality.
- Reassure the child he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Senior Lead (or Designated Senior Lead deputy if DL is unavailable) in the school.
- Record, as soon as is practicable, what was said using the child's actual words.
- Sign and date the record.

**See appendix 2 for further guidance**

### **The Designated Senior Lead (DSL) will:**

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Consider if Early Help can be offered to support and prevent the child or young person's needs escalating.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concern has 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 parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.
- The DSL will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the Early Help and Safeguarding thresholds to inform our decision making. Guidance on how to make these requests to the Triage Service for either support or protection can be accessed here: [www.newhamlscb.org.uk](http://www.newhamlscb.org.uk)
- If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention; The Designated Lead will make full written records of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

- Ensure a named teacher is designated for Looked After Children (LAC) and that a list of children is regularly reviewed and updated. This is currently Janet Price.

#### **Where children are subject to a Child Protection Plan:**

- Ensure that any pupil currently subject to a Child Protection Plan or a Child in Need, who is absent without explanation for two days, will be reported to the social worker within one day.
- The school needs to be aware of all children who are subject to a child protection plan.
- The Designated Lead is responsible for ensuring that a school representative attends and provides a report for all child protection conferences.
- The Designated Lead should liaise with other agencies which support the pupils such as CYPs; Mental Health Service: Educational Psychology Service.
- The Designated Lead should ensure that where a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed.

#### **Recognition and Response**

Owing to the nature of the day-to-day relationship children at Essex Primary have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate in different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

## Types of abuse and neglect

**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. They may be abused by an adult or adults or another child or children.

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

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

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

commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- All staff will report any concerns to the Designated Safeguarding Lead for Early Help and Child Protection (or deputies in her absence).
- All adults in the school will receive regular Safeguarding training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.

### **Training:**

Training will be provided in order to ensure that:

- All staff are able to recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Appropriate staff have a working knowledge of how Local Safeguarding Children boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- All staff have induction training covering child protection and are able to recognise and report any concerns immediately as they arise. (This is essential in respect of staff that are part time or work with more than one school, such as ECAM teachers, trainee teachers and supply teachers).

- All staff have refresher training every year with a longer, more intensive training session every 3 years.
- Appropriate staff are able to keep detailed and secure written records of referrals/concerns.
- Staff have access to resources and attend any relevant or refresher training courses at least every two years.
- The Designated Person for child protection and other staff designated in her absence and the nominated governor for child protection will receive training every two years.
- Regular awareness training in e-safety (see e-safety policy).
- We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:

- a) Child Sexual Exploitation
- b) Bullying/cyberbullying
- c) Domestic Violence
- d) Use or abuse of drugs
- e) Fabricated or induced illness
- f) Faith abuse
- g) Female Genital Mutilation
- h) Forced Marriage
- i) Gangs and Youth Violence
- j) Mental Health
- k) Private Fostering
- l) Radicalisation and Extremism
- m) Sexting
- n) Teenage relationship abuse
- o) Trafficking
- p) Child Missing from Education
- q) Drugs

### **Raising Awareness**

- Ensure parents have access to the Early Help, Safeguarding and Child Protection Policy which alerts them to the fact that referrals may be made and the role of the establishment, to avoid conflict later.
- Parents are invited to regular awareness raising meetings around e-safety when using ICT equipment outside of school.



### **3. SAFEGUARDING - PROVIDING A SAFE ENVIRONMENT**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing a good line of communication with trusted adults, supportive friends and an ethos of protection.

All parents and carers of pupils attending Essex Primary must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe in school. We will do this by:

- Promoting a caring, safe and positive environment within the school where children know what behaviour is acceptable and what is not.
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can talk to and are always listened to.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken.
- Ensuring all staff are clear about their roles and responsibilities and confident to deal with any concerns that may arise.
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines.
- Always follow safer-recruitment procedures when appointing staff or volunteers to work in our school.
- Welcoming visitors in a safe and secure manner.
- Undertaking risk assessments when planning out of school activities or trips.
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.
- Maintain robust systems for communication, monitoring and recording concerns e.g. recording in the year group concerns book (mild concerns and behaviours) and sharing information on a 'need to know' basis at

weekly social inclusion meetings with the Head Teacher and school's safeguarding team.

#### **4. EARLY HELP, SAFEGUARDING AND CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES**

##### **Attendance**

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- We will always report a continued absence, which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons of absence.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected date.

##### **Pupil Behaviour**

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.
- We will always record any occasion when physical intervention has been necessary.
- We will always notify parents or carers of any such incident.

## **Bullying**

We understand that bullying is harmful to children. We have an Anti-Bullying Policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our Anti-Bullying Policy.

Our Inclusion policy, Single Equality Duty and Anti-Bullying Policies acknowledge that repeated racist incidents or a single serious incident may lead to consideration under the child protection procedures.

It is also acknowledged that if staff allow or condone bullying, such conduct may be considered under the child protection procedures.

## **E-Safety**

We recognise that children's use of the internet is an important part of their education but that there are risks of harm associated with its use. We have an E-Safety Policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives in and out of school.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies.

Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

All staff will sign a staff agreement form to commit to safeguarding children in school when using ICT equipment (see E-Safety Policy).

## **Health and Safety**

We have a Health and Safety Policy which demonstrates the consideration we give to minimising the risks to our children when on the school premises and when undertaking activities out of school under the supervision of our staff.

## **Child Sexual Exploitation (CSE)**

We recognise that 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.

We will consider the following CSE indicators:

- 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.
- 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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## **Female Genital Mutilation**

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty since October 2015.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through [Multi-Agency Practice Guidance](#).

## **Preventing Extremism and Radicalisation**

Essex Primary School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote 1) violence against others 2) hatred towards others 3) undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular, has become a major factor in the radicalisation of young people.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

### **Whistleblowing**

- All staff have the right to raise any concerns directly to Social Care Services. Further guidance can be found in the school's Whistleblowing policy.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. (See Whistle-blowing policy)

## **Physical Intervention/restraint**

- There may be occasions where a member of staff has to use physical intervention/restraint in order to prevent a pupil from harming themselves or others.
- Our policy on physical intervention/restraint by staff is set out in a separate policy and acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be minimal force necessary to prevent injury to another person.
- We understand that physical intervention which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.

## **5. WORKING TOGETHER WITH PARENTS/CARERS**

### **Pupil Information**

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility.
- Emergency contact details.
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child e.g. (Residence Order, Contact Order, Care Order, Injunctions etc.)
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child.

### **Confidentiality (see confidentiality policy Appendix 7)**

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

All records relating to child protection issues will be kept separate from all other records and will be kept in a locked cabinet in a lockable cupboard maintained by the DSL. Such records are confidential and will be shared with staff on a 'need to know' basis.

Schools are not required to make all records accessible to parents or carers. However, Social Services have an "open files" policy and any documents or reports submitted to them may be seen by parents or carers, as might any materials submitted to the LA for assessment purposes. In the event of a court case, police or solicitors can send for all records. Therefore, it is important that any records kept describe the facts of the case and report any conversations/disclosures accurately. They should not contain speculation unsupported by evidence.

### **Referrals to partner agencies**

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

### **Sharing our Policy**

This policy is available to parents of pupils and prospective pupils via our website and can be made available by hard copy on request.

## **6. ADULTS WORKING WITH CHILDREN**

- The school will obtain an enhanced DBS Disclosure, which includes a Protection of Children Act/List 99 check, in respect of all people who work directly with children or who are likely to have unsupervised access to them.
- The school will only allow people who have undergone an enhanced DBS check to have unsupervised contact with children on the premises.
- The school will be required to demonstrate to Ofsted that the checks have been done, including the number and date of issue of enhanced DBS Disclosure.
- Whilst there is no requirement for DBS checks on school governors or volunteers in school the school does request an enhanced check. There is no requirement to check the barred list unless the person is working in an unsupervised way. Levels of supervision should be maintained at all times.
- Take account of safe working practices for staff and volunteers.
- The school must have effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so.

Good practice guidance as outlined in 'Keeping Children Safe in Education' April 2014 should always be followed

### **Safer Recruitment**

All staff and volunteers working with children in our school will be recruited safely:

#### **Preparation**

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We will always consider carefully the knowledge skills and experience required to safeguard children and include these within a person's specification.

#### **Advertising**

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.



The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to a Disclosure and Barring check.

### **Applications**

We will ensure that our application form enables us to gather information about the candidate's suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms.

We will not accept CVs.

### **References**

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

### **Interviews**

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

### **Appointments**

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Disclosures and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

### **Induction**

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

### **Continuing Professional Development**

We will ensure that all staff receive regular training in Child Protection.

### **Supervision**

We will always supervise staff and act on any concerns that relate to safeguarding children.

### **Allegations**

We will always follow our locally agreed procedures for the management of allegations against staff. Our procedures are available at: NSCB LADO.

### **Dismissal**

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

### **Safe Practice**

We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

### **Allegations against staff -Teaching and Non-Teaching**

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Designated Safeguarding lead (Janet Price). If the allegation is against the Head Teacher it should be passed immediately to the Chair of Governors.
- The Designated Lead on all such occasions will discuss the content of the allegation with the Local Area Designated Officer (LADO) on the Children's planning and Review Team.

- The school will follow the Local Safeguarding Children Board (LSCB) protocol for managing the allegations against staff, a copy of which is posted on the Newham LSCB website (<http://www.newham.gov.uk/Sevices/NewhamLocalSafeguardingChildrenBoard/>)

If there is clear evidence that criminal action has taken place, the Police must be informed.

## **7 MONITORING AND REVIEWING OUR POLICY AND PRACTICE**

Our Designated Safeguarding Lead for Child Protection will continually monitor our child protection and safeguarding practices and bring any weaknesses or deficiencies to the notice of the Head Teacher and Governors.

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 which 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 staff.
- 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 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, Headteacher and Designated Staff 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.

This Policy was last reviewed in June 2016.

### **Useful contacts:**

Requesting Support or Protection for a Newham Child:

[www.newham.gov.uk/triage](http://www.newham.gov.uk/triage)

Newham Children's Triage Service Tel: 020 3373 4600

Manor Park EIT team leader Nancy Hall/Naludwe Shale 0203 373 1436/3037

Police Child Protection Team 020 8217 5465/5463/4

Helen Collins School Nurse 020 8553 7428 Church Road Health Clinic,  
30 Church Road, Manor Park E12 6AQ

Health Visiting Team 020 8553 7401

Huldah Ramkisson - Health visitor 020 8553 7429

Hospital Social Work Team 020 8430 6007

The Children's Central Assessment Team and Joint Investigation Team,  
5, Beckton Road, Canning Town, E16 4DE

**See the Designated Lead for details from the child's folder for the social worker name and contact number.**

The Governors, Head Teacher and Designated Staff will work together on any aspects of Safeguarding and Child Protection that is identified as an area for development over the coming year.

### **Governing Bodies**

The Governing Body of our school is responsible for ensuring the annual review of the Child Protection Policy.

Mr. Shaikh is the named Governor for Safeguarding and Child Protection  
Maureen Monk is the named Governor for Looked After Children and Special Educational Needs

If the policy has changed significantly since the last review, then it should be presented to governors as an appendix to the Head Teacher's report. Depending on previous decisions, this task can be delegated to a committee or an individual.

This policy was drawn up in 2006 and reviewed annually ever since. It was reviewed again in June 2014 when there were significant changes to update it and respond to changes in borough guidance and procedure and the national guidance on "Keeping Children Safe in Education" statutory guidance for schools and colleges April 2014 DFE.

The Governing Body of our school is responsible for ensuring the annual review of the Child Protection Policy.

**LAST WHOLE STAFF TRAINING DATE - SEPTEMBER 2013**  
**Next whole staff training planned for September 2016**

This policy was agreed by the Governing Body on 13 July 2016

Our policy will be reviewed annually with Governors.

This policy was last reviewed in June 2016  
Policy due for next review June 2017

## **Appendix 1**

### **Situations where there should be a referral to the Newham Triage team:**

- 1. When it is suspected a child has suffered or is at risk of suffering significant harm either because of disclosures or allegations that have been made or from the presenting evidence (Section 47 of the Children Act 1989).**
  - Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
  - Emotional abuse - when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence or persistent serious verbal threats.
  - Sexual abuse - forcing a child to take part in sexual activities including both contact and non contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
  - Neglect - the persistent failure to meet a child's basic physical and psychological needs which could cause significant harm to their health and development.
  
- 2. When there is a concern that a parent or carer poses a risk to children, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour based violence or forced marriage (Section 47).**
  - Children living in contact with adults with former schedule 1 offences or known to MAPPA/MARAC processes (Multi-Agency Protection Arrangements/Multi-Agency Risk Assessment Conference).
  - Children/unborn babies of parents who have previously had children removed or with issues such as substance misuse, mental health problems or disabilities which could place children at risk of significant harm.
  - Children whose parents suffer from mental health problems where the child is the subject of parental delusions - even if the parent is not living with the child.

- When there is a concern that a parent or carer poses a risk to suggest he/she poses a risk to a child for Female Genital Mutilation, honour-based violence or forced marriage. (see school guidance on Female Genital Mutilation)
- 3. When a child is abandoned, home alone, lost or no-one has parental responsibility (Section 17 or 47).**
- This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental health from caring for them.
- 4. When a child or young person is at risk of imminent family breakdown or breakdown has already occurred (Section 17 or 47)**
- Children whose parents are experiencing a crisis or domestic violence dispute and are temporarily incapable of caring for them. When the parents' drug or alcohol misuse, learning difficulties, physical and/or mental health are preventing them from caring for their children.
  - Young people who are in crisis with their parents and who require professional intervention to prevent family breakdown.
- 5. When a child has a disability, serious or terminal illness (Section 17)**
- Including where a child has been in hospital for 3 months or more.
  - Where a child may need a package of services to support living at home.
- 6. When a child may be privately fostered (Section 17)**
- Children who are looked after by someone other than a parent, step-parent, grandparent, aunt, uncle or sibling.
- 7. When there is a suspicion that a child may be a 'Child in Need' which means they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services (Section 17).**
- Children of disabled parents entitled to carer's assessment.
  - Children who are suspected of being trafficked.
- 8. Young people remanded into care because of criminal activity.**

## Appendix 2

### Further advice and guidance on dealing with a disclosure:

#### RAISING SAFEGUARDING CONCERNS

Safeguarding concerns about adults in the school should be made directly to the Designated Lead (not the Head Teacher) and then passed on to the LA.

A child protection incident may arise in several ways.

- The child may approach a member of staff and make a specific allegation e.g. "My mum hit me with a belt last night" or "I am hungry". "Dad gets drunk all the time and we never have any food".
- The child may say something in another context which may raise suspicion, e.g., while talking to a lunchtime supervisor. "I hate it when my dad gets drunk and hits my mum".
- Staff may observe a general pattern being established over a period of time e.g. continued dirtiness and unkempt appearance, or a history of minor injuries, tearfulness and tummy aches.
- A child may exhibit inappropriate sexualised behaviour.

#### CAUSES FOR CONCERN

The following events and behaviours are those most likely to be observed in school and will give rise to Child Protection concerns.

1. Child has an injury, which may not have been accidental.
2. Child shows signs of neglect.
3. Child's behaviour is causing concern because it is:
  - aggressive
  - withdrawn
  - depressed
  - inappropriately sexualised
  - unusual for the particular child
4. Child is failing to thrive.
5. Child discloses abuse or describes abuse (including sexual abuse).
6. Something "not quite right" but cannot be identified

#### Injuries

If a child comes to school with an injury the teacher should always ask how it happened. This should be done as a matter of course. Take time as soon as possible to do this in a quiet, informal way, on a one-to-one basis in the normal



classroom setting. Staff should always ask open-ended questions e.g. "How did that happen?" as opposed to "Who did that to you?" which would be a leading question. Avoid carrying out an interrogation, and do not ask the child to remove clothing to look at injuries. If the teacher is satisfied with the child's explanation and there are no grounds for concern, then no further action needs to be taken. However, a note must be made and passed on to the Designated Lead. If the teacher is concerned about the answer or the child is already subject to a Child Protection Plan then the Designated Lead must be informed immediately (see below). If there is no other adult in the class then a teacher should make a best endeavour to contact the Designated Lead and/or send a note to the Designated Lead indicating there is a Child Protection issue.

### **Disclosures by Children**

It is imperative to follow these guidelines on dealing with disclosures, as failure to do so could prejudice a future court case for serious incidents.

Handling of the disclosure is critical to good Child Protection practice. For example: it may be the start of the healing process for the child or young person, or notes made at the time may be used in evidence later on. Disclosure can come from various sources, the person being abused, a friend, a parent or even the abuser.

### **Dealing with Disclosure**

If a child approaches a member of staff to make a disclosure then the person who has been approached should make it a priority. (This may include allegations against another pupil).

- Find a quiet area outside the classroom. Give the child or young person time to talk in a place where you will not be interrupted. If this is not possible agree on a specified time later.
- Listen to the child but do not pressurise the child for facts which they are unwilling to give. Stay calm; listen to the child without being judgemental or expressing anger or horror too strongly. The child may feel shame and guilt and may have feelings of love for the abuser, which can feel very confusing.
- Take what the child or young person says seriously - children rarely lie about abuse.
- Ascertain the facts. Ask questions of the What? Where? When? Who? type. If there is an injury ask how it happened. Ask "open ended" questions if it is necessary.
- Send the child with another child or adult for first-aid treatment. If the injury is severe inform the CP co-ordinator immediately.

- If the injury is serious enough to need hospital treatment and abuse is suspected, Social Services must be informed immediately **through Triage** and the police child protection team informed, if necessary.
- Do not ask leading questions or suggest things to the child or prompt answers with your own words.
- Tell the child that you will need to tell other people what they said. Do not promise the child that you will not tell anyone else. Do not promise confidentiality: you will have to talk to the CPCO and other agencies will have to be told. A false promise of confidentiality will lead to a betrayal of the trust placed in you. Explain to the child that to safeguard him\her you will need to talk to someone else. Let the child know that you will tell them in advance that you are going to do this. Tell the child who you will tell and what you have to do next and if it is possible make brief notes at the time on any paper that comes to hand.
- Do not ask the child to repeat what they have said to anyone else.
- Reassure the child that they have done the right thing in talking to you.
- Inform the Designated Lead (or DL deputies if DL unavailable) immediately.
- Make a written record of the disclosure. Record as soon as possible the content of the conversation:
  - 1) Record time and date and circumstances of the disclosure.
  - 2) Separate out fact from opinion and record both.
  - 3) Record any noticeable non-verbal behaviour.
  - 4) Record the actual words used by the child as far as possible rather than technical words.
  - 5) Draw a 'gingerbread figure' indicating location of any bruising or injury.

Advice will be sought from Social Services (Initial Contact Officer), **through Newham Children's Triage Service** if there is any doubt surrounding the contact of the parent\carer. Do not attempt a detailed examination or remove child's clothes. Observation might be done during P.E. if the injury is not serious. Nor is it necessary to show another member of staff the injury.

If the child wants to show the injury to you (and it involves the child removing clothes) bring a colleague in so there is a witness.

A child may not approach a member of staff directly but may say something in another context which may arouse concern. In this situation the staff member should try to follow it up at the earliest opportunity by having a quiet word with the child. This should be very informal and care should be taken not to alarm the

child. If the member of staff is still concerned then the Designated Lead should be informed at the earliest opportunity.

- Make sure you continue to support the child, providing a safe place and time throughout the process of the investigation and afterwards get some support for yourself. Do not disclose confidential information about the child or young person to colleagues, clearly, you must tell the CPCO the details, as this is part of the procedure and referral system.
- Keep a copy of your original notes as they may be needed as evidence if it goes to court

It is vital to tell the designated teacher (CPCO) of any concern about a child as soon as possible, in order that a decision to make a referral - or not - can be made. Our school is NOT an investigative agency. We must hand over this responsibility to the appropriate agency, but we have a duty to report all child abuse or suspicion of abuse to the appropriate authorities

### **Record Keeping**

All incidents of suspicion of child abuse must be recorded. The first priority is to inform the Designated Lead immediately who will talk to the member of staff involved. After that the priority is to make a written record of the incident using a pen. Janet Price will always ask and expect the member of staff to give her a written report. If it involves a discussion with the child then the report should outline how the discussion arose, who instigated it, where the discussion took place, at what time it took place, and exactly what was said. It is important that this record is kept as factual as possible. This report should, as far as possible, be completed on the same day. If necessary this may mean a teacher missing part of an after school meeting, or a member of the support staff being excused from the classroom for some time.

Notes regarding child protection incidents must not be saved on personal computers at home or on the schools network system where they can be accessed by anyone.

If the teacher suspects that there are issues of neglect then the DSL will ask the teacher to begin to keep regular observational records that could be recorded in the year group concerns book.

Schools are not required to make all records accessible to parents. However, Social Services have an "open files" policy and any documents or reports submitted to them may be seen by parents, as might any materials submitted to LA for assessment purposes. In the event of a court case, police or solicitors can send for all records. Therefore, it is important that any records kept

describe the facts of the case and report any conversations/disclosures accurately. They should not contain speculation unsupported by evidence. All records are subject to the Freedom Act (2000) and the data Protection Act (1998). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

### **Parental Involvement**

If there is an opportunity, talk to the parent\guardian\carer about concerns. Remember to talk in a spirit of partnership, with the child's welfare as paramount importance.

### **Explanation Satisfactory**

Note the incident in the child's file. Sign and date the notes. Give a drawing if this helps e.g. size, shape and colour of bruise and its location on the body. Give a copy to the CP coordinator.

### **Explanation Unsatisfactory**

The Designated Lead for Child Protection will telephone **The Children's Triage Service** immediately and make a referral. If the CP co-ordinator is not at school, the Head Teacher, Rosie Cowan, Sue Montgomery (Family Support Lead), Mary Jones (Learning Mentor), Amber Ilyas and Cecilia Mojzes (Deputy Head Teachers), can make the referral.

## **MONITORING**

Staff can play a vital role in helping abused children and those who are suspected of being abused, by effective monitoring and recording of certain aspects of the child's progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication problems or is too young to give much information.

Use the log of concerns (appendix 1) to record this.

What to record:

Changes in mood.

Relationships with peers and adults.

Marks and injuries.

General demeanour and appearance (e.g. no coat and it was snowing etc, very dirty or smelly).

Record if you discussed it with the parent/carers or not.

This log may be vital evidence in making a referral to social services or at a Child Protection conference.

## Appendix 3

### MAKING A REFERRAL

Any person who has knowledge of, or suspicion that, a child is suffering significant harm, or is at risk of significant harm, has a duty to refer their concern to Social Services, the Police or the NSPCC.

In the situation that Janet Price, Sue Montgomery, Amber Ilyas, Cecilia Mojzes Rosie Cowan or Mary Jones are not available to discuss a Child Protection issue, you may decide that a Child Protection referral to Newham Social Services is necessary.

Parents must be informed of any referral that is being made. However, under the Children's Act, carers do not have to be informed if this puts the child at risk or there is a danger that the child may be coerced into silence. A judgement needs to be made and explained to Social Services.

**All referrals should be directed to one of the following:**

Social Service-The Children's Triage Service.

You can access Newham Children's Triage Service -

[www.newham.gov.uk/triage](http://www.newham.gov.uk/triage) online or telephone 020 3373 4600 to report a concern or request support.

Social Services Emergency Duty Team (out of hours)

For referral after 5.00 p.m. call the Emergency Duty Team on 0208 552 9587.

Police Child Protection Team 0208 534 1212

Local Police Stations (out of office hours)- This is a useful route when you have concerns about a child's immediate safety or you need to act fast. **If in doubt always call 999.**

For referral after 5.00 p.m. e.g. children left at school where there is no contact with parents or carers, call the police.

**The staff taking your referral will seek the following information:**

- name, designation, address and telephone number of referrer.
- the child's name, date of birth, address and detail of other family or household members.
- details of other significant adults/children.
- the name of the General Practitioner.
- the ethnic origin of the child and family, and language spoken.
- detail of the concern.

- detail of the incident, eg. date, time, what the referrer was told and by whom, what they heard or observed, what they said or did.
- the nature of the child's and family's relationship with the referrer.
- the child's past and current circumstances and behaviour.
- details of agencies known to be involved.
- has the family been informed that a referral will be made?
- disabilities of the child or other members of the family.

Do not delay in referring if you do not have all the details required:

## Appendix 4

### HOME ALONE

There is no set age at which it is ok to leave children home alone. The NSPCC thinks that most children under the age of 13 are not mature enough to cope with an emergency.

#### Home Alone guidelines

These are guidelines of what to do if it is suspected that a child is being left home alone. (E.g. when a learning mentor rings up to find out why a child is not in school).

It includes vulnerable children left home alone and children who are incapacitated through physical or mental ill health by those caring for them.

1. Ask the child where their parents/carers are.
2. Ask if any adults or older siblings are in the house-it doesn't matter if they speak English or not
3. If it is still suspected that they are home alone inform Janet Price immediately.
4. If Janet Price is unavailable inform Mary Jones, Rosie Cowan or Sue Montgomery.
5. Janet Price, Cecilia Mojzes, Amber Ilyas, Sue Montgomery, Mary Jones or Rosie Cowan Leadership Team (LT) will ring the child again.
6. The Leadership Team and/or The Social Inclusion Team will make a decision as to whether to phone the police immediately or not. This decision will depend on the child's age, reason for being left, length of time of being left and who the child is. Unless (LT) are sure that the child is in no danger the police will be called. (Only the police have the power to break into a house and remove a child from potential danger, social services cannot do this, therefore if it is thought that a child is at risk, has been at risk or is in danger of being harmed, ring the police).

Calling the police:

7. Ring police on 0208 534 1212 (Forest Gate Police Station).  
If possible, request to speak to child protection police team or dial 999
8. Write the incident up and ring social services to tell them what has happened.

9. After a suitable period of time ring the police and ask what has happened/is happening.

If it is decided not to phone the police:

10. Write up the incident and keep a copy and give a copy to J.P. or other acting CPOs.
11. Ring the child later to check they are ok.
12. Ask the child to get an adult to ring school as soon as they return.
13. Speak to the parents later on that day or the next day to discuss the dangers of leaving a child at home alone.
14. If appropriate report the incident to social services as information, not a referral.



**Appendix 5**

**Log of Concerns**

**Name:**

Date	Concern	Discussed with	Initials

## Appendix 6

Essex Primary School

### SOCIAL SERVICES LOG

CHILD'S NAME:

DATE:

TIME:

Call made by:

Spoke to:

Phone number:

Summary of discussion:

## Appendix 7

### CONFIDENTIALITY POLICY

The school's work with children and families will sometimes bring us into contact with confidential information.

We seek to provide a safe and secure learning environment, implementing the principles of the Every Child Matters Agenda.

#### AIM

- To ensure that all members of the school community understand their respective roles in relation to confidentiality
- To protect the child at all times
- To provide consistent messages in school about handling information about children
- To give all staff involved clear, unambiguous guidance as to their legal and professional roles
- To ensure good practice throughout the school which is understood by pupils, parents and staff
- To ensure that parents have a right of access to any records related to education that the school may hold on their child but not to any other child they do not have parental responsibility for
- To foster an ethos of trust within the school

#### PUPILS

The school will ensure that pupils:

- Know that teachers cannot offer unconditional confidentiality
- Are reassured that their best interests will be maintained.
- Know that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Are encouraged to talk to their parents or carers and are provided with support to do so
- Are informed of alternative sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice centre if appropriate
- Are given the opportunity to agree ground rules for any classroom work such as circle time and PSHCE lessons where sensitive issues may arise. These ground rules should be behaviour focused and implementation should be consistent and rigorous
- All children have a right to the same level of confidentiality irrespective of gender, race, religion, medical concerns and educational issues.

- Staff should be aware of children with medical needs and the class information sheet should be accessible to staff who need that information but not on general view to other parents/children.

## **PARENTS/CARERS**

The school will ensure that parents / carers:

- Understand the school's policy in relation to confidentiality. Parents/Carers and children need to be aware that the school cannot guarantee total confidentiality and the school has a duty to report child protection issues.
- Are encouraged to talk to their children and opportunities to support them in this are built into school planning
- The school prides itself on good communication with parents and carers and staff are always available to talk to both children and parent/carers about issues causing concern.
- Should not have access to any other child's books, teacher comments, reports and progress grades at any time
- Should be aware that information about their child will be shared with the receiving school when they change schools
- Will have ready access during normal school hours, to the files and records of their own children but will not have access to information about any other child.

## **STAFF**

The school will ensure that staff understand:

- The school's policy in relation to confidentiality
- That they cannot offer unconditional confidentiality to pupils
- The boundaries agreed by the school in relation to sensitive issues
- The agreed procedure for recording and reporting disclosures and the nature of access to this information

- All information about individual children is private and should only be shared with those staff that need to know.
- Addresses, contact numbers and e-mail address details will not be passed on except in exceptional circumstances or to a receiving school.
- All staff and governors can normally expect that their personal situations and health will remain confidential unless:
  - It impinges on the terms of their contract, or
  - Endangers pupils or other members of staff, or
  - There is a legal obligation to disclose such information, or
  - It is necessary for legal proceedings, or
  - Despite the duty of confidence, the staff member/governor's interest or wider public interest justifies disclosure.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child. Information given by parents/carers to the school staff will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Student teachers will be advised of our confidentiality policy and required to respect it.
- Teachers will not put pressure on pupils to disclose personal information. For example, they will be careful in assemblies and PSHE lessons when discussing sensitive or controversial issues such as those listed below:-
  - under-age sexual activity
  - drugs use
  - abuse (see our Child Protection Policy)
  - other dangerous or illegal activities
- Teachers will seek professional advice and consult with parents whenever appropriate in accordance with our child protection policy.

## **E-SAFETY**

- On the school website, photographs of children will not include their individual names.
- All those who come into contact with children should be aware of the latest NYCC encryption guidance. Anyone using the internet, particularly social

networking sites e.g Facebook, should ensure that any reference to school or the children would be viewed as warranting disciplinary action.

- Computer records containing personal data are password protected and secure. Passwords are changed on a regular basis and not shared.

## **HEAD TEACHERS and GOVERNORS**

Head Teachers and governors should monitor:

- Disclosures to staff within the agreed boundaries in the school.  
(If disclosures are frequent this may point to deficiencies in young people's awareness of, or confidence in, sources of confidential medical advice. This should be addressed in the school's PSHCE programme).
- For consistency in implementation of the policy, ensuring boundaries are not being overstepped and that new staff receive information about this policy in their induction.
- Governors should be aware that any information they become aware of regarding members of staff or pupils at the school is confidential.
- Governors are aware of the need for confidentiality and respect this policy at all times.

## **SPECIALIST AGENCY INVOLVEMENT**

Outside agencies working with the school will work within the agreed framework for Agency Involvement within this policy.

## **RECORDING and REPORTING CONFIDENTIAL INFORMATION**

All disclosures should be recorded in accordance with the Child Protection Policy

## **STORAGE OF INFORMATION**

- All social services, medical and personal information about a child will be held in a safe and secure place which cannot be accessed by individuals other than designated school staff.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file which can only be accessed by appropriate staff e.g. the child's teacher, headteacher and Designated Safeguarding Lead. Such files will be kept in a secure, locked drawer/filing cabinet.

**All staff, governors, volunteers and helpers are bound to this policy. Copies to be included in: Prospectus, Governor Induction, Staff/TA Handbook, Student Teacher, Supply Teacher leaflets, School Policy Folder.**

## Appendix 8

### RELEVANT DOCUMENTS

Support and Protection for children and young people in Newham practice guide

"Keeping Children Safe in Education" statutory guidance for schools and colleges (DfE March 2015).

Working Together to Safeguard Children (DfE 2013)

The Procedures of Newham Safeguarding Children Board [www.newhamlscb.org.uk](http://www.newhamlscb.org.uk)

The Children Act 1989

The Education Act 2002 s175 / s157

Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)