

CHILD PROTECTION AND SAFEGUARDING POLICY FOR ESSEX PRIMARY SCHOOL

DATE APPROVED BY GOVERNORS
DATE POLICY TO BE REVIEWED: October 2022



At Essex Primary School, we take the duty of care towards our pupils very seriously. We seek to provide a school environment where all children are safe, secure, valued, respected, and listened to.

All staff and visitors have an important role in safeguarding children and protecting them from abuse and are made aware of their responsibilities whenever they enter the school.

We will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. Where we have concerns, we will take appropriate action to address those concerns working in full partnership with other agencies.

School Designated Safeguarding Lead **TRACY DAVIS**

School Deputy Safeguarding Lead **SUSAN MONTGOMERY**

School Designated Safeguarding Governor **RUSSELL SHAIKH**

Chair of Governors **RICK PROBETT**

This policy is available on our school website and also on request from the school office. We inform parents and carers about this policy when their children join our school and through the school newsletter.

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1. Introduction

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the **best interests** of the child”.*

(Keeping Children Safe in Education – DfE, September 2021)

This Child Protection and Safeguarding Policy is for all school and agency staff, parents, governors, volunteers, and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with the school’s Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy and any other relevant policy.

This policy should be read in conjunction with **Keeping Children Safe in Education, DfE 2021** (KCSiE21) and with reference to the **Education Inspection Framework, Ofsted 2021**.

Also see the **Newham Joint Position Statement on Everyone’s Invited – Safeguarding all our children and young people in Newham, LBN 2021**. (Appendix 1).

All staff should read Part One of Keeping Children Safe in Education 2021, together with Annex B of KCSiE 21, and ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (DfE March 2015).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2021 as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

2. Statutory framework

The Education Act 2002 Section 175, (*Section 157 for Independent schools*) places a statutory responsibility on the governing board to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP). In Newham all professionals must work in accordance with the London Child Protection Procedures.

Our school also works in accordance with the following legislation and guidance:

- [London child protection procedures http://www.londoncpc.co.uk/](http://www.londoncpc.co.uk/)
- [Keeping Children Safe in Education](#) (DfE September 2021)
- [Working Together to Safeguard Children](#) (HMG, 2018)
- Education Act 2002
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [The Prevent Duty Departmental advice for schools and childcare providers \(DfE 2015\)](#)
- [Prevent Duty Guidance for Further Education Establishments in England and Wales \(HMG 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- General Data Protection Regulations 2018 (GDPR)
- [What to do if you're worried a child is being abused](#) (HMG, 2015)
- [Searching, screening and confiscation](#) (DfE, 2018)
- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Modern Slavery Act 2015
- The Homelessness Reduction Act 2017
- [Preventing and Tackling Bullying \(DfE, 2017\)](#),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#). (DfE, 2017)
- Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- Advice on Whistleblowing in Maintained Schools (DfE 2014)
<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>
- Voyeurism (Offences) Act 2019
- <https://contextualsafeguarding.org.uk/>

3. School roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy. All staff in our school are familiar with the Early Help Offer. See Appendix 1.

3.1 The Governing Board

The governing board ensures that a strong Safeguarding culture is embedded within the school, that our commitment to keep our children safe is explicit and understood by all in the school community and that our practice reflects the Governors'/ Trustees' vision and values.

The governing board has a responsibility to ensure that the policies, procedures and professional development and training in our school are effective and comply with the statutory requirements at all times. The governing board will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

The governing board ensures that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection policy reflects statutory and local guidance. The policy is reviewed at least annually.

The governing board also ensures there is a named designated safeguarding lead and deputy Safeguarding Lead(s) in place and that they have their safeguarding role explicitly within their job descriptions and are trained for the role as set out in Keeping Children Safe in Education 2021. The link governor for safeguarding visits the school regularly for meetings with the DSL and to observe safeguarding in school at first hand. The DSL reports directly to Governors on issues arising from their role which impact on the school.

The Safeguarding governor checks that safeguarding is included in Behaviour, Online and all related policies including the staff Code of Conduct and is highlighted in all policies as the overarching responsibility of all staff at all times, particularly in procedures involving sanctions or searches, in school and out.

The governing board ensures that the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The governing board monitors to ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The governing board will also ensure that all staff have the knowledge, skills and understanding of children who have an allocated social worker; looked after and previously looked after children in order to recognise their additional vulnerabilities and keep them safe.

The governing board ensures that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems for online usage in school are in place. This will include children who are accessing on-line learning at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum.

The governing board and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's Safer Recruitment Policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional

judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

3.2 The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training, and raising awareness of all child protection policies and procedures in school. The Designated Safeguarding Lead (DSL) will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times. This includes a whole-school staff responsibility to support children affected by peer-on-peer abuse in all its forms, by following our procedures for listening, reassuring and reporting to allow the child to move on. The Designated Safeguarding lead (DSL) will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

The Designated Safeguarding Lead (DSL) is a source of advice and support to other staff on child protection matters and makes sure that timely referrals to Newham Multi-Agency Safeguarding Hub (MASH) are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority, the Channel programme and other agencies as required. If for any reason the Designated Safeguarding Lead (DSL) is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

The Designated Safeguarding Lead (DSL) will also be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The Designated Safeguarding Lead (DSL) will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can be made to best support them.

In addition, in most cases homelessness would be considered in the context of children living with their families, however the Designated Safeguarding Lead (DSL) will be alert that some children may be homeless independently and this will require a different level of intervention and support.

3.3 The Executive Head Teacher

The Executive Head Teacher works in accordance with the requirements of all school staff. In addition, the Executive Head Teacher ensures that all safeguarding policies and procedures adopted by the governing board are followed by all staff. The Executive Head Teacher will ensure that children are taught about safeguarding, including on-line as part of the broad and balanced curriculum. This may include covering relevant issues through Relationships and Sex and Health Education (RSHE).

The Executive Head Teacher ensures that all pupils, individually or collectively through our school council are encouraged to promote the responsible use of social media, practical safety around the school and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong school safeguarding culture.

The Executive Head Teacher ensures that there is immediate access to an individual member of staff, appropriately trained, to listen, reassure and provide practical support to move on, for children at need in the school.

The Executive Head Teacher will make sure that she is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child(ren) and obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to the Newham MASH when there is a need to do so.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from staff to children. We use the functions through the platform for online learning – Google classroom. The use of social media (WhatsApp, Twitter, FaceBook etc) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support children in promoting responsible use of social media, safety around the school and responsibility for their own and others' wellbeing, as an integral element of a strong school safeguarding culture.

4. Types of abuse / specific safeguarding issues

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

“All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments.”

Keeping Children Safe in Education (DfE, 2021)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual

- Neglect

Our school is aware of the signs of abuse and neglect, so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are a number of specific types of abuse that our school is alert to.

4.1 Peer-on-peer abuse

Our school may be the only stable, secure, and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying, prejudice-based and discriminatory bullying), online abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse. All staff are clear as to the school's procedures with regards to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Our staff understand the importance of challenging inappropriate behaviour between children and young people.

We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

4.2 Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at our school.

An example of such harassment is 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable, is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our school

manages such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures. Pupils initiating such abuse or sexualised behaviour will be subject to an **AIM risk assessment (Assessment, Intervention and Moving on)** which will inform a safety plan for everyone involved, including themselves.

4.3 Children with Special Educational Needs and Disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability, without further exploration;
- Being more prone to peer group isolation than other children;
- Children with SEND being disproportionately impacted by things like bullying, without outwardly showing signs;
- Communication barriers that make telling an adult difficult;
- The requirement of personal or intimate care.

Our school will consider these additional vulnerabilities and challenges in considering the safeguarding of our children.

4.4 Children Missing from Education (CME)

As part of our safeguarding role, we ask parents and carers to provide a minimum of two contact details and we will regularly ask parents and carers to ensure that these are kept up to date.

All children, regardless of their age, ability, aptitude and any special educational needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence on the first day of absence. If contact is not made by parents, the school's attendance lead will contact parents. Where contact is not successfully made, a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), social care or police) – refer to Attendance Policy.

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

4.5 Contextual Safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Our school staff need to engage with individuals and groups who do have influence over/within extra-familial contexts, and we recognise that risk assessment of, and intervention with, such sources of influence on our students are a critical part of our safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of our child protection systems in school in recognition of the fact that young people are vulnerable to abuse in a range of social contexts.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to the MASH, from where they are likely to be referred to the PCEHH.

4.5.1 Newham PCEHH – Preventing Child Exploitation and Harm Hub

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PCEHH helps to identify and engage with children and young people who may be potentially at risk from any form of exploitation by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

It is well documented that focusing on prevention, early identification and intervention helps disrupt activity that might increase the probability of children and young people being exploited. Where there are low or emerging risks of child exploitation with no safeguarding concerns but heightened vulnerabilities, the child or young person is referred to the PCEHH for a multiagency discussion to agree a co-ordinated package of support for the whole family. Involving all family members can be a key determinant in supporting children and young people to remain safe and achieve good outcomes.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

4.5.2 Serious Violence

There are a number of indicators, which may signal that a child is at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships, relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs. Risk factors that might increase the likelihood of involvement in serious violence include being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment, having been involved in offending, such as theft or robbery.

4.6 Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserve “honour”. It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes female genital mutilation (FGM), forced marriage and practices such as breast ironing.

4.6.1 Female Genital Mutilation (FGM)

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and is a form of child abuse.

The Serious Crime Act 2015 (Home Office, 2015) places a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to female genital mutilation in line with the London Child Protection Procedures.

4.6.2 Forced Marriage

A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

4.7 Prevention of Radicalisation

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The [Counter-Terrorism and Security Act \(HMG, 2015\) Section 26](#) places a duty on schools in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;

- be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham referral pathways.

4.9 Mental Health and Wellbeing

All staff are aware that mental health can, in some cases, be an indicator that a child has suffered from, is suffering from, or is at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health **issue**. Where there are mental health concerns about a child that are also a safeguarding concern, immediate action will be taken following the school Child Protection Policy.

Our school works to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or is found to be self-harming the Designated Safeguarding Lead (DSL) or relevant key person will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

4.10 Domestic Abuse

Domestic abuse is defined as *“any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical, sexual; financial and emotional”*.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Our school recognises that where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of domestic abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass operates in the London Borough of Newham and our school will use the information shared to ensure that our children are supported and kept safe.

4.11 Online Safety

In school

Our school will continue to have appropriate filtering and monitoring systems in place in school that are regularly monitored.

Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct/online safety policy. Please refer to the Online Safety Policy and Staff Handbook.

Staff are aware that children are vulnerable to being bullied or groomed for abuse or radicalisation online. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our school reporting procedures.

We will make sure our children, whether learning in school or accessing remote learning online at home, know how to report any concerns they have back to our school and we will signpost them to other sources of support.

5. School Procedures

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead. Concerns about a child at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Leads.

All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school. Less urgent concerns or requests for support will also be referred via the Newham MASH Portal for consideration of Early Help support as appropriate. We will call police to the school directly if the risk is assessed as acute and immediate.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

Practice when Police are called to the school.

Before calling police to the school, the DSL and senior staff will reflect upon the proportionality of this response, being aware of the child's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far.

Best practice is to consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO. This school will prioritise contacting the SSO for advice before asking for other officers to attend.

In the event that a child is interviewed on site by police, the DSL will act in loco parentis at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, subject to the safeguarding guidelines below. A suitably trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed. Appropriate Adult | Youth Justice Legal Centre (yjlc.uk); DRAFT GUIDE FOR (publishing.service.gov.uk) (role and responsibilities of an Appropriate Adult).

No child / student may be subject to a search by police on school premises. Any such search should be carried out at the police station with an AA in attendance to the search.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to access the portal.

If a child resides outside Newham the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

Early Help:

All staff should, in particular, be alert to the potential need for early help for a child who:

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

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

When new staff, agency staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputy and how to share concerns with them. **Appendix 2 Early Help pathway in Newham.**

6. Supporting Victims of Abuse

All staff will be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment.

7. Training

The Designated Safeguarding Lead (DSL) and Deputy undertake child protection training appropriate to the role at every two years as a minimum. The Executive Head Teacher, all staff members and governors receive appropriate child protection training that is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken are kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (DSL) and Deputy also undertake training in inter-agency working and other matters as appropriate.

Positive Handling and de-escalation practice keeps children and staff safe in school. This is refreshed every 3 years and is undertaken by all staff in a rolling programme which builds a collegiate responsibility for everyone's safety and wellbeing.

All agency staff must complete the safeguarding induction programme before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school. Certificates for Positive Handling training and the date of the last refresher are part of the recruitment process.

8. Professional Confidentiality

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or children) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or Deputy and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or Deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

9. Records and Information Sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. School staff will have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR). Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent if it is not possible to do so or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record it (see Appendix 2) with the date, time and location. All records will be recorded on Safeguard software and will include the

action taken. This is then presented to the Designated Safeguarding Lead (DSL) or Deputy, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth, or until they transfer to another school or educational setting.

When a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded and transferred electronically via Safeguard software to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a child joins our school, we will request all child protection records from the previous educational setting if none are received.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. (*Keeping Children Safe in Education 2012*)

10. Interagency Working

Our school will be proactive and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report submitted to any child protection conference or core group meeting for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions and planning at the meeting(s).

If a child is subject to a child protection or a child in need plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, mental health and emotional well-being, academic progress, welfare, and presentation. The Designated Safeguarding Lead (DSL) will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless waiting for the next meeting would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so, and the actions agreed.

When we become aware that a child who is being or is going to be privately fostered, our school has a duty under Section 10 of the Children Act 2004 to inform the local authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make an appropriate referral using the Newham referral pathways.

11. Allegations about Members of the children's workforce

The aim of our school is to provide a safe and supportive environment that secures the wellbeing and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook. We do, however, recognise that sometimes allegations of abuse are made and when they occur, they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our school takes all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

Supply staff, whilst not employed by the school, are under the supervision, direction and control of the governing board when working in the school. If we receive an allegation about an individual who is not directly employed by the school for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and local authority designated officer (LADO) to manage the process.

We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the local authority designated officer (LADO) by telephone 0203 373803 or email CPRT.LADO@newham.gov.uk

If an allegation is made or information is received that any member of staff or volunteer who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- behaved in a way that indicates they may not be suitable to work with children

the member of staff receiving the information should inform the Executive Head Teacher, Cecilia Mojzes, or DSL, Tracy Davis immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Executive Head Teacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair. The Executive Head Teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly. Please refer to section 11 of this policy.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the HR department.

12. Whistleblowing

Whistleblowing is defined as *'making a disclosure in the public interest'* and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing Policy.

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk
Parents or others in the wider school community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

Appendix 1: Newham Joint Statement on Everyone's Invited

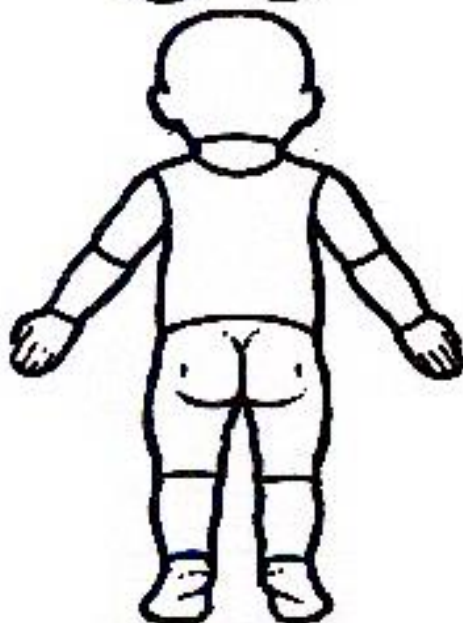
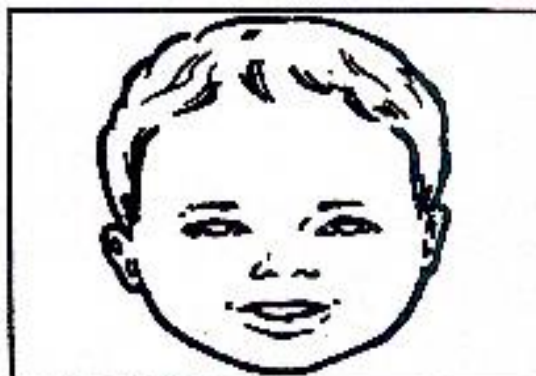
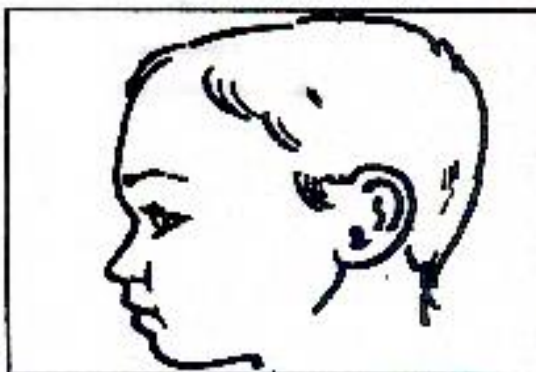
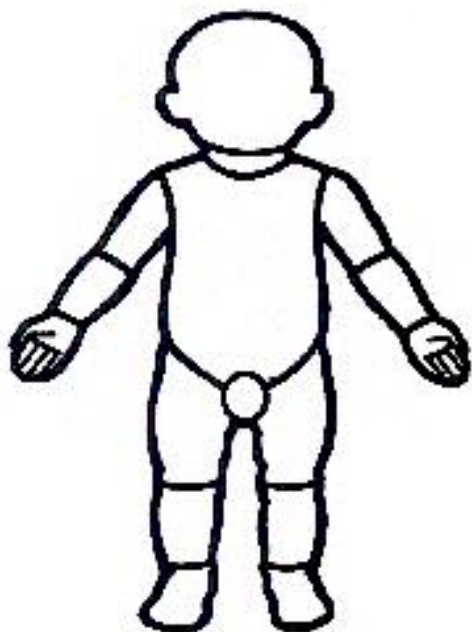
[Joint position statement on Everyone's invited | Newham Connect](#)

Appendix 2 Early Help Offer

http://www.newhamscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf

Appendix 3 –Body Plans

Young Child



Older Child

