

CHILD PROTECTION AND SAFEGUARDING POLICY FOR ESSEX PRIMARY SCHOOL

DATE APPROVED BY GOVERNORS October 2023

DATE POLICY TO BE REVIEWED: October 2024



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 Leads **Cecilia Mojzes, Amber Ilyas, Bronwen Smith**

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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CHILD PROTECTION AND SAFEGUARDING POLICY FOR ESSEX PRIMARY SCHOOL

1. Introduction

Our school is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard children and creates a positive and respectful learning environment in which everyone can flourish.

*“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 2023)

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, Online 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 2023** (KCSiE23) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) and with reference to the **Education Inspection Framework, Ofsted 2023**. [Education inspection framework for September 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)

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 and be signed off on:

- Part One of Keeping Children Safe in Education 2023, together with Annex B of KCSiE 23
- ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (DfE March 2015).
- DfE statutory guidance [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)

Sensitivity to language: KCSiE uses ‘victim’ and ‘perpetrator/alleged perpetrator’ throughout, with a warning that such terms may not be helpful to use in front of or directly in addressing, children (see Page 4 of the guidance).

We use children’s names when speaking to them and referring to them. We say, ‘reporting child’ instead of ‘victim’, because a child may not see themselves as a victim. We say, ‘reported child’ when investigating

incidents, rather than use labels like 'bully' or 'perpetrator'. All these words and other terms are used and examined thoroughly for their meaning and impact as part of the safeguarding curriculum in our school. A DfE statutory change for 2023 is using 'behaviour' and 'sanctions', rather than 'discipline'. Another change refers to children who are 'absent' rather than 'missing'. These changes apply throughout the Policy.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2023 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 and content/location of embedded safeguarding

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

2.2 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)**.

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

- Keeping children safe in education - GOV.UK (www.gov.uk) for 2023
- Education inspection framework for September 2023 - GOV.UK (www.gov.uk)
- London child protection procedures <http://www.londoncp.co.uk/>
- Working Together to Safeguard Children (HMG, 2018)
- Education Act 2002 Domestic Abuse Act 2021 Modern Slavery Act 2015
- What to do if you're worried a child is being abused (HMG, 2015)
- 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) Voyeurism (Offences) Act 2019
- Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- <https://contextualsafeguarding.org.uk/>
- Education (Pupil Registration) Regulations 2006
- General Data Protection Regulations 2018 (GDPR)
- Searching, screening and confiscation (DfE, 2018) Use Of Force DfE current guidance.
- 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)
 - Advice on Whistleblowing in Maintained Schools (DfE 2014)
- <https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

What are the latest rules around COVID-19 in schools, colleges, nurseries and other education settings? - The Education Hub (blog.gov.uk) Current at July 2023

2.4 Please note that guidance Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017) has been incorporated throughout KCSiE 2023.

2.5 Our Governing Body will ensure that children are taught about how to keep themselves and others safe, including online.

Relevant topics will be included within Relationships Education and Health Education.

Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Our programme is inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

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 2.

3.1 The Governing Body

The governing body ensure 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' vision and values.

The governing body 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 body 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 body 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 2023. 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 GB on issues arising from their role which impact on the school.

The governing body 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 body 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 body 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 body 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 body 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 includes **all staff** being trained at induction in an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This responsibility extends to children who are accessing on-line learning from our school, at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities in RSHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The governing body 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 conduct background checks through an online search as part of due diligence when shortlisting candidates; 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 child on child abuse in all its forms, by following our ~~procedures~~ protocol 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 DSL has responsibility for online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 of the DFE Guidance for further information.

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 Leads 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 body are followed by all staff.

The Executive Headteacher will ensure that children are taught about safeguarding themselves and their peers, including e.g. the emotional impact of on-line nude image sharing, sexist abuse, body shaming or the sexual targeting of children with SEN or protected characteristics, as part of the broad and balanced curriculum. This includes covering relevant issues through Relationships, Sex and Health Education (RSHE) and through other curricular opportunities.

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 – safeguarding children's futures

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn and to ensure that every child has access to learning, even if circumstances preclude their physical presence in the school.

Staff 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 aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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 and their representatives 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, 2023)

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 to which we are aware and especially alert.

4.1 Child on child 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. Staff are pro active and vigilant in recognising when a child may need to tell an adult of their choice about what is happening to them, will acknowledge how they feel and support them through the next steps of reporting to MASH, if that is what it takes to keep them safe. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse. All staff are clear as to the school's procedures with regards to child on child 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.

Consensual image-sharing between older children of the same age may require a different response as it may not be abusive but the children still need to know that it is illegal and risky to maintain privacy as well as jeopardising future career opportunities, for example.

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. This is in line with NSCP and Newham safeguarding policy. There may be further steps in our response including referrals to MASH to access Health and other specialist interventions for the reported child.

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;
- Instances of child on child sexual abuse where the reported child/ren will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND and /or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers
- Communication barriers that make telling an adult difficult;
- The requirement of personal or intimate care.

Our school takes into consideration these additional vulnerabilities and challenges and staff are proactive in safeguarding all our vulnerable children.

4.4 Children absent from and missing from education (CME)

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to Newham Children's Social Care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community.

Further statutory guidance, information and support, includes:

Working together to improve school attendance - GOV.UK (www.gov.uk)

Children missing education - GOV.UK (www.gov.uk)

Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK (www.gov.uk)

Missing Children and Adults strategy - GOV.UK (www.gov.uk)

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 pastoral team 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 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to boys and girls from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It

can involve enforcement or enticement-based methods of compliance and may be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons, and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Newham pathways or a direct referral using the National Referral Mechanism for human trafficking.

4.5.3 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.

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.

We know that if a teacher in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, staff must and will report this to the police. The DSL will advise/support staff in this position and work with appropriate colleagues and agencies to support the girl and liaise with the family. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Connect.

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. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.'

<https://www.gov.uk/government/publications/forced-marriage-resource-pack>

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.

We use the National Crime Agency’s [CEOP Education Programme](#) to inform and support work in school.

4.8 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 problem. 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 and the senior Mental Health Lead (Cecilia Mojzes) will be informed.

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 mental health lead will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

4.9 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, coercive or controlling behaviour”*

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.

5. Procedures

5.1 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.

5.2 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, 2023)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

5.3 Where a child is suffering or is likely to suffer from harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal, immediately.

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.

5.4 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 for staff considering police intervention to be necessary:

- **To consult the DSL and Executive Head Teacher about the reason to involve the police.**
- **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.**
- **A child will not be searched on site by police at all, or taken offsite to a police station without an appropriate adult (DSL, DH) being present if their parent cannot accompany them.**

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 \(yjlc.uk\)](https://www.yjlc.uk/); [DRAFT GUIDE FOR \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/84444/draft-guide-for-appropriate-adults.pdf) (*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.

5.5 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. 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.

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

6.2 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.

7. 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.

8. 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. If paper files are sent they will be securely sealed and sent, under arrangements for immediate return if delivery to the receiving school's DSL/Head Teacher is not possible. A receipt is expected.

Where a child joins our school, we will request all child protection records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Education Safeguarding Officer.

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 2023*)

Transferring settings do not need to keep copies of child protection files, but if they do they must be kept in accordance with data retention (and for the shortest practical time).

In CP cases where there may be ongoing involvement from transferring settings, for example if any siblings still attend your setting, DSLs may wish to take copies of chronologies. Electronic systems may have an option to link this information.

If a child who is subject of a child protection plan leaves your setting and you are unaware of the name of the child's new education placement, you should contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.
(Newham LA Safeguarding)

9. 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.

10. Allegations about Members of the 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, 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.

All concerns will be shared initially with the LADO, to determine whether a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) meets or does not meet the harm threshold. In the latter case the concern will be shared in accordance with our low-level concerns policy. Further details can be found in our Recruitment Policy and in Part four of Keeping children safe in education - GOV.UK (www.gov.uk).

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.

11. 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

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

Our Recruitment policy refers to outcomes to protect staff when allegations against them have been found to be false or unfounded (paras 419 410 KCSiE 23).

Safeguarding all our children and young people in Newham

To: All staff and governing bodies of schools and colleges in Newham.

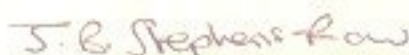
From:



Tim Aldridge

Corporate Director of Children and Young People's Services

London Borough of Newham



Julia Stephens-Row

Independent Chair of Newham Safeguarding Children Partnership



Richard Tucker
BCU Commander

Metropolitan Police Service NE-BCU

This is a joint position statement from the London Borough of Newham in response to the **Everyone's Invited** website - <https://www.everyonesinvited.uk>

The website www.everyonesinvited.uk was first made public in April 2021 through high media attention and a subsequent launch of a national safeguarding investigation into allegations of sexual abuse in schools. The DfE, through Ofsted working with representatives from social care, police, victim support groups, school and college leaders and the Independent Schools Council, undertook an immediate review of safeguarding policies in state and independent schools.

The review concluded in May 2021 and in July 2021 Ofsted published a national report '[Review of sexual abuse in schools and colleges](#)' providing clear [recommendations](#) for schools and colleges to adopt. It is for this reason that every school must pay regard to the updated 2021 guidance in relation to '[Keeping Children Safe in Education](#)' (DfE 2021), updated July 2021.

Hundreds of schools from all over the country have been named on the website, some schools in Newham amongst them. We cannot assume that pupils or former pupils in our local schools have not been affected by peer-on-peer abuse in all its forms. We remain vigilant in screening the website for any new content relating to Newham schools and provide this joint position statement as our reassurance to school leaders and governors of our unified response to supporting a child, young person or adult to remain safe, secure and happy.

We are aware that the Police, DfE and Ofsted all review entries on the website and may make individual referrals to the local safeguarding partners in respect of named schools. We have escalated a request that these efforts be co-ordinated and will seek to ensure that responses are proportionate.

Children who have posted accounts on the website are anonymous. Hence, the focus of the national and local responses has been to work with whole school communities to:

1. Encourage anyone who has experienced sexual harassment, abuse or assault to tell someone and seek help and support to cope with their experiences. Children may be scared or reluctant to come forward, as the Ofsted research showed. We are sending a clear message to children in Newham that they will be believed and that there is a commitment from everyone in school to support them, to put things right and to help them all to move on with their lives.

This includes:

- Maintaining confidentiality and protecting the safety of children, which is of paramount importance to us
 - Providing information about the various helplines as well as school support and other local services
 - Working with specialist organisations who support children and young people of all genders
 - Developing a strong school culture to instil confidence in children to disclose incidents of peer on peer abuse
 - Providing accessible information (including online) about how to report crimes;
2. Review and update safeguarding policies, practices and procedures, including a protocol for staff to engage positively with children who approach them and risk assess effectively (e.g. using AIM) following a disclosure. Broader preventative work would include the provision of relationship, sex and health education, explicit bullying prevention, modelling of appropriate language by all adults, targeted messaging for parents on the school website and ensuring all school policies are fit for purpose and are being implemented effectively;
 3. Recognise that these are instances of peer on peer abuse or sexual abuse and, as such, the alleged perpetrators are children who will also require support. Also, that a significant subgroup of these children will have SEND;

4. Recognise that there are children with SEND and /or protected characteristics who are statistically more likely to be identified as targets by their peers.

The Everyone's Invited website now has a clear message emphasising the need to be empathic, to listen and understand and move forward to a better future. This messaging will be particularly important where, despite not being named, children who have posted there are identified by peers and could become targets for abuse and harassment.

Our Newham Community response:

The London Safeguarding Children Partnership has supported local work to respond to the national situation by facilitating joint working across London; sharing the learning with others from the boroughs most affected, and continuing to update local SCPs across London about national directives and responses to safeguarding children and young people. Members of the London SCP Executive have also participated in the national response, sharing learning and the concerns from across London, and this work continues to ensure the London voice in the national forum.

Newham Council response to education settings:

- LBN are routinely in contact with the Police, LADO and MASH teams to gather any intelligence relating to any incidents in our schools;
- Schools, colleges and settings are reminded of the need to adhere to the agreed **partnership referral pathway** to the MASH or LADO, should they have any concerns associated with abuse of a child.
- We remain in close contact with the RSC, DfE and Ofsted on any safeguarding concerns relating to our schools;
- We continue to liaise with Early Help teams and the Education Safeguarding Lead officer to enquire on any responses or observations from the DSL network and to coordinate our response and our briefings to DSLs in schools;
- Briefings for Head teachers and Governors continue to provide further updates and intelligence as is necessary to share;
- Support will be provided to school leaders and governors, through briefings and specialist training programmes to ensure a strong culture of safeguarding in all Newham schools and settings;
- Curriculum training, materials and support provided through the Newham RSHE Partnership;
- We support a necessary focus on developing pupil voice and children's ability to speak out in different forums, appropriate to their age and Year. (Newham children have a voice, as demonstrated through winning national competitions such as Debate Mate.) The EAL needs also mean that improving communication skills is at the heart of schools' work.
- As a partner, Newham LA is looking to build on this work in schools to create a Newham Pupil Parliament which could take up this issue in an inclusive and positive way, to effect change in children's attitudes and actions inside and outside schools across the borough. This would draw from the community voice models pioneered by the current administration.

How schools and settings can respond:

- Develop a clear co-production model with the school council or student leadership team, ensuring that the voice of the pupils is represented and embedded into safeguarding culture and practice in school and online and to support them in raising the awareness of other pupils

through their work, e.g. on their responsible use of social media;

- Governors to revisit school vision and values to consider the strength of commitment to safeguarding pupils and staff (whole school community approach to safeguarding / safeguarding culture, including whistleblowing) and to schedule safeguarding on all governance meeting agendas as a standard discussion item led by the Safeguarding Governor;
 - Governors and staff to engage in training specifically around sexual harassment, sexual violence and peer-on-peer abuse; also, to address the need for adults in school to become proactive in identifying a child who may be under this pressure from peers, and encouraging them to speak to an adult as the first step to bring about change and move on in their life;
 - Update the annual and termly safeguarding training for all staff;
 - Review and re-publish safeguarding and child protection policies, systems and protocols, to take account of recommendations from the Ofsted report, including publishing on school / setting websites for parents and pupils to be informed of any changes and the school response;
 - Make the most of our unique context in Newham. The diversity and associated breadth of views and opinions means schools have already invested significant time and energy in developing children's perspectives on gender. It also means Newham children are exposed to a great deal of difference and this is something in which all local schools have developed expertise;
-
- Review the whole school curriculum, including delivery and content of RSHE / PSHE curriculum, to provide opportunities for all staff to show that positive relationships and the use of appropriate language underpin a respectful and effective learning environment for all;
 - Review the school environment to ensure visibility of safety, wellbeing and safeguarding;
 - Parent Governor(s) to consider working with parent association or groups to raise awareness of the school's safeguarding policy, protocols and procedures for making a referral / whistleblowing, as well as promoting parent comments at forums and/or on the website about the school's continuing work in promoting a strong culture of safeguarding.

The Police:

- The police response is now being co-ordinated nationally by Deputy Chief Constable Ian Critchley QPM from Merseyside, the National Police Chiefs' Council lead on child protection – thus reflecting that what started out as primarily a London issue is now a national one.
- Through Operation Hydrant [the coordination hub that delivers the national policing response to non-recent child sexual abuse] the police are reviewing all reports and, where possible, identifying the school; whether the person reporting is a current or former pupil; whether it's peer-on-peer and what type of offence may have been committed.

The London Metropolitan Police:

- A Gold Group oversees the MPS response to issues raised in relation to Everyone's Invited and it includes health and children's services representatives.
- The Safer Schools' Officers are supporting schools that are affected.
- Safeguarding superintendents are routinely briefed and supporting the response.
- While the aim of the www.Everyonesinvited.uk website is to provide anonymous reporting and the importance of respecting this, there is also extensive help for survivors and those who need support.

London Directors of Children Services:

- Oversee the local response to the reports – supporting schools and working to safeguard children.
- Continue to review safeguarding matters as pertaining to children and young people in London boroughs.

Department for Education:

The DfE, working with the NSPCC, has launched a dedicated helpline for victims of sexual abuse to provide support and guidance:

- *The dedicated NSPCC Helpline - **Report Abuse in Education** – launched Thursday 1 April 2021 can be contacted by phone on **0800 136 663**, or by emailing help@nspcc.org.uk*

Partnership Referral Pathway and key contacts:

Newham MASH

MASH phone line 0203 373 4600

EDT after 5pm 0208 430 2000

Referral via online portal: www.newham.gov.uk/mash

Newham LADO

Contact Nick Pratt / Alex Mihi 0203 372 3803
/ 0203 373 6706

Email: LADO@newham.gov.uk

Appendix 2 Early Help Offer

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

Information Bulletin: Equality team, Maryland Primary School, Newham.

Adultification

On hearing so many colleagues' comments on the 15 year old girl who was strip searched at her school in a neighbouring borough, our Equality Team looked into [adultification bias](#). We discovered that adultification bias is an entirely new concept for some colleagues and the term is only just emerging in the UK.

[Adultification bias](#) woven with [racial bias](#) has been raised as a factor in this incident, informing both the action of the police and that of the school staff.

The review ([Jim Gamble, Local Child Safeguarding Practice Review, 14th March 2022](#)) found that the school staff did not focus on the safeguarding needs of the victim. It stated that '*racism (whether deliberate or not) was likely to have been an influencing factor in the decision to undertake a strip search*'. Adultification bias is evident as child Q received a criminal justice response, 'rather than child protection response' from the adults around her.

What is adultification bias?

This definition, which is referenced in the recent case review of child Q, originates from the NSPCC '[Safeguarding children who come from Black, Asian and minoritised ethnic communities](#)' (2021) document:

(Adultification is) 'a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children. This particularly affects Black children, who might be viewed primarily as a threat rather than as a child who needs support'

So why do all educators need to be aware of adultification bias?

Adultification affects the safeguarding of children:

"Adultification occurs when notions of innocence and vulnerability are not afforded to certain children. If professionals view some children as more 'adult' due to factors such as race, gender and class, their wellbeing, safeguarding needs and rights as children can be diminished or overlooked" (Jahnine Davis, 2022).

There is a one minute video explaining this – the link is below:

<https://www.standard.co.uk/video/news/jahnine-davis-explains-the-adultification-bias-that-was-applied-by-the-met-police-to-a-black-schoolgirl-who-was-strip-searched-v7661380c>

American researchers first observed the issue with Black children and public institutions.

<https://www.apa.org/pubs/journals/releases/psp-a0035663.pdf> in 2014, *The Essence of Innocence Consequences of Dehumanising Black Children* by Goff et al.

'The [research](#) indicates that Black boys are perceived as older and less innocent when compared to their white counterparts. "Black boys can be seen as responsible for their actions at an age when white boys still

benefit from the assumption that children are essentially innocent,” shared Phillip Goff, Ph.D.

When the adultification bias was examined further by the Georgetown Law’s Center on Poverty and Inequality in the [study](#) of 2019, the researchers found that Black girls as young as five years old were perceived as being less in need of protection and nurturing, compared to their White counterparts.

‘The adultification bias contributes to the continued harm and abuse that Black youth face, not just at the hands of law enforcement, but also in the education system. When Black women and girls are mistreated, harmed and abused, it is less likely to be reported on’ (Janice Gassam Asare, 2021).

<https://www.forbes.com/sites/janicegassam/2021/04/22/how-the-adultification-bias-contributes-to-black-trauma/?sh=2d4b64372b08>

Whilst the research refers to the American education system, given our role as educators and being in *loco parentis* for our students, we are responsible for the protection of children in our care.

As recently as 2020, a piece in the New York Times outlined that Black girls are treated [disparately](#) (*Why Won’t Society Let Black Girls Be Children?*) from their White counterparts and are more likely to be seen as older, while also having to navigate the combined effects of racism and sexism. The [intersectionality](#) of the elements which impact on Black children makes the task complex but action imperative.

Adultification has been touched on within social care (see link - [Invisible Victims](#)), however **not within education**. The [2021 KCSIE](#) makes no reference to racial bias nor adultification.

The recently closed consultation for the 2022 KCSIE, <https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions-2022> even though released after the awareness of adultification was rising, makes no reference to it nor to racial bias within safeguarding. This edition is due to be published in September 2022.

In considering the statement below, we need to pose the following questions:

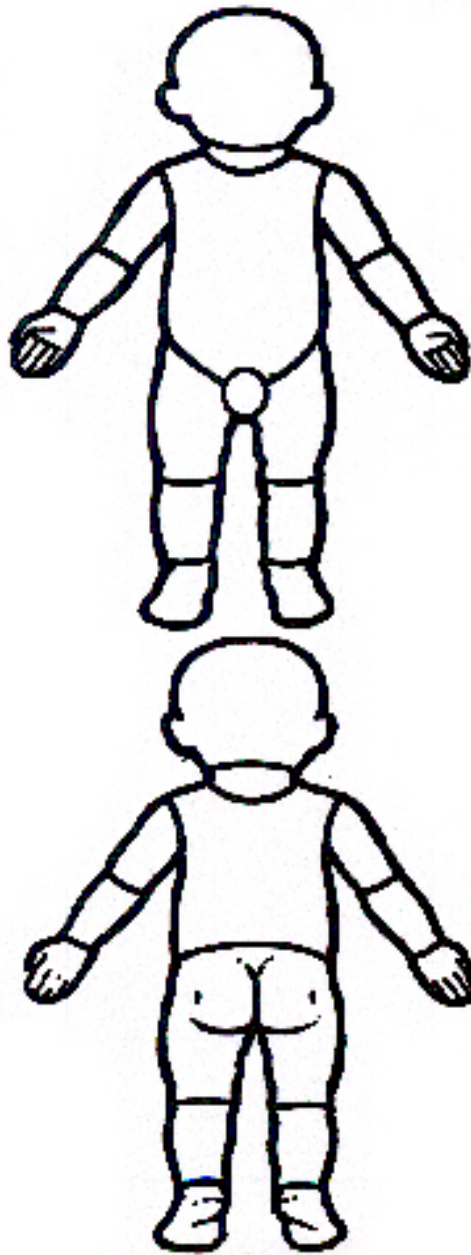
'Adultification means teachers, parents and law enforcement are less protective and more punitive with certain kids' teachers, parents and law enforcement are less protective and more punitive with certain kids' (<https://www.nytimes.com/2020/04/17/parenting/adultification-black-girls.html>)

- Should it be included in whole school unconscious bias training ?
- More importantly, should it be included in the next edition of the KCSIE?

In conclusion, when working on the Education4Change project, the Maryland Equality Team researched and devised the *Racial Literacy Conversation Kit* to support Newham schools with understanding the language of race. For schools who do have access to this document, it is worthwhile adding the definition of adultification to the Conversation Kit - a working document to support bold conversations to understand and challenge all forms of racism.

Conversations about racism are not easy, but essential. We aim for this thought piece to equip educators with the tools needed to talk.

Young Child



Older Child

