



**Child Protection and Safeguarding policy for**  
**Woodgrange Infant School**

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**School Designated Safeguarding Lead Sarah Soyler**

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**School Designated Safeguarding Governor Brad Emerson**

**Chair of Governors – Amy Ross**

*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

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 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 our policy for:

- Safer Recruitment
- Staff Guide to Safe Working
- Physical Intervention
- Intimate Care
- Anti-Bullying
- Behaviour
- Attendance
- Health and Safety
- Educational Visits
- Online
- Whistleblowing
- Complaints Procedure

This policy should be read in conjunction with **Keeping Children Safe in Education, DfE 2022** (KCSiE22) 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 2022, together with Annex B of KCSiE 22, and
- DfE statutory guidance ‘Working Together to Safeguard Children’, and
- ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (DfE March 2015).

These are all available on the school’s google drive within Staff handbook 22-23

**Sensitivity to language : Our school staff say, ‘targeted child’ instead of ‘victim’, because a child may not see themselves as a victim. We say, ‘actor’ 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.**

**Safeguarding** is defined in Keeping Children Safe in Education 2022 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

September 2023

2.1 The Education Act 2002 Section 175, 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.

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 works in accordance with the following legislation and guidance:

[Schools; Covid- 19 Operational Guidance \(DfE 27 August 2021\)](#)

[London child protection procedures <http://www.londoncp.co.uk/>](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 \(DfE 2015\)](#)

[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 / 2004](#)

[Children and Social Work Act 2017](#)

[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>](#)

**2.5** Our Governing Board will ensure that children are taught about how to keep themselves and others safe, including online. Relevant topics will be included within Relationships and Health Education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for all forms of intolerance and harassment.

Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as RHE content 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 board**

The GB 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 GB's vision and values.

The GB ensures that all required policies relating to child protection and safeguarding (including Covid-19) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all GB's meetings. The policy is reviewed at least annually.

The GB ensures that the policies, procedures, practice and professional development and training in our school are effective and comply with the statutory requirements at all times. The GB 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 GB ensures that there is a designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their 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 GB on issues arising from their role which impact on the school.

The GB 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 GB ensures that the school contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. 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 GB ensures that all Governors, staff members and volunteers undergo appropriate safeguarding and child protection training that is regularly updated, at least annually, to provide them with the relevant skills and up to date knowledge to keep all our children safe.

The GB ensures that all staff have the knowledge, skills and understanding of children who have an allocated social worker. It recognises their additional vulnerabilities with those of looked after and previously looked after children and monitors school action with all these children to keep them safe.

The GB ensures that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems are in place in school. This responsibility includes 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 RHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The GB and school leadership team are responsible for maintaining 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. This includes a whole-school staff responsibility to support children affected by child on child abuse in all its forms, by following our 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.

**New Para 19, DFE Guidance:** *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.*

The Designated Safeguarding Lead (DSL) is a source of advice and support to other staff on all 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 make 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 Headteacher**

The Headteacher works in accordance with the requirements upon all school staff. In addition, the Headteacher ensures that all safeguarding policies and procedures adopted by the GB are followed by all staff.

The Headteacher ensures that children are taught about safeguarding themselves and their peers in an age appropriate way as part of the broad and balanced curriculum. This includes covering relevant issues through Relationships and Health Education (RHE) and through other curricular opportunities.

The Headteacher ensures that all pupils, individually or collectively are encouraged to promote the safety and wellbeing of themselves and others as an explicit, valued and integral element of a strong school safeguarding culture.

Where needed the Headteacher 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.

If applicable the Headteacher will make sure that s/he is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child 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

All staff are able to reassure targeted children that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child 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.

#### **4. Types of abuse / specific safeguarding issues**

*All school 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 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. We do not tolerate any bullying, abuse or harmful behaviour in school and will take swift action to intervene where this occurs.

We use the curriculum 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 proactive 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 if that is what it takes to keep them safe.

#### **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.

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 incidents 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.

### **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 peer on peer sexual abuse where the perpetrators are children 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 or missing 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 they are kept up to date.

All children, regardless of their age, ability, aptitude and any special education 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. If this does not happen we contact them. Where contact is not successfully made after repeated attempts a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), Social Care or Police).

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. Given the young age of our pupils they are unlikely to be directly at risk of exploitation in its many forms but may be exposed to risks and family stresses where older siblings or family members are so. The **Designated Safeguarding Lead (DSL)** and all staff will consider whether children are likely to be exposed to such risks and take action and offer support accordingly.

### **4.6 Honour Based Abuse**

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving “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 such 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.

#### **4.7 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 and;
- 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.

#### **4.8 Mental Health and Wellbeing**

All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or 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 is also a safeguarding concern, immediate action will be taken following the school child protection policy and the senior Mental Health Lead SARAH SOYLER/ SHAMA SAEED 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 resilience. 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, despite their young age, 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 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.

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, 2021)
- 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 by a social worker**

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*.

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.

#### **Early Help:**

All staff should, in particular, be alert to the potential need for early help for a child who is or has a sibling 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 from home
- is at risk of modern slavery, trafficking or exploitation, of being radicalised
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- 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 Headteacher, 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 is 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 practice keeps children and staff safe in school. This is refreshed every 3 years and is undertaken by key staff.

**6.2** All agency staff complete the safeguarding induction training before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school.

## **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 must 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 gain consent 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 on the google drive noting what was said or seen, using a body map to record if appropriate, (see Appendix 4) with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then shared with 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 until they transfer to another school or educational setting. We acknowledge the guidance for transferring records as below.

Where a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded or transferred electronically to the new educational setting with notice given to the receiving DSL. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) who will need to provide a receipt, which is recommended to be an email. 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.

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*)

**As a transferring setting we do not keep copies of child protection files** unless siblings still attend.

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

*(Newham LA Safeguarding)*

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 by a telephone call.

## **9. Inter-agency 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 is 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 pathway.

## **10. Allegations about members of the workforce**

The aim of our school is to provide a safe and supportive environment that secures the well-being 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 body when working in the school. If we receive an allegation about an individual that 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 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 [cppt.lado@nwham.gov.uk](mailto:cppt.lado@nwham.gov.uk)

If an allegation is made or information is received about 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; or
- 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 Headteacher immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Headteacher, 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 Headteacher 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.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college **low-level concerns policy**. Further details can be found in our Recruitment Policy and in Part four of the DfE guidance on Safeguarding.

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](mailto: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](mailto: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 22).

#### **Appendix 1: Newham Joint Statement on Everyone's Invited**

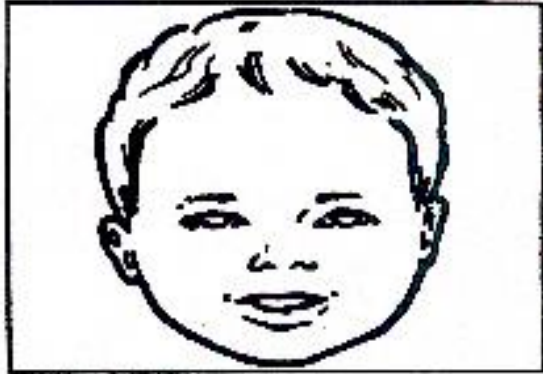
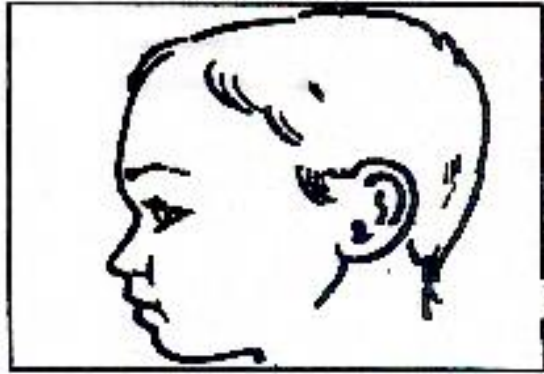
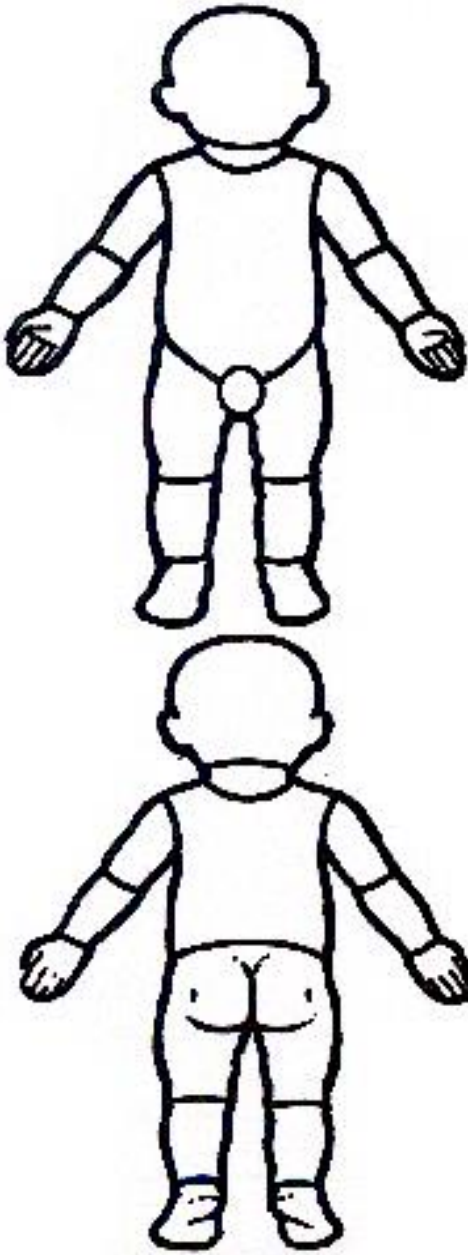
[Joint position statement on Everyone's invited | Newham Connect](#)

#### **Appendix 2 Early Help Offer**

[http://www.newhamscb.org.uk/wp-content/uploads/2018/02/04892-Pathways\\_A4-HIRES.pdf](http://www.newhamscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf)

#### **Appendix 4 –Body Plans**

Young Child





Older Child

