 

**CHILD PROTECTION AND SAFEGUARDING POLICY FOR SOUTHERN ROAD PRIMARY SCHOOL DATE APPROVED BY GOVERNORS 23.01.2020**

**REVIEWED: 23.01.2021, NEXT REVIEW: 23.09.2021**



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**Chair of Governors: Jane Lofthouse**

*This policy is available on our school website and also copies are available on request from the school office. We inform parents and carers about this policy when their children join our school and throughout the year regular safeguarding updates are provided through our school newsletter.*

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**CHILD PROTECTION AND SAFEGUARDING POLICY FOR SOUTHERN ROAD PRIMARY SCHOOL**

1. **Introduction**

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

## (Keeping Children Safe in Education – DfE, September 2019)

This Child Protection and Safeguarding Policy is for all school 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, Safe Handling Policy, Anti- Bullying Policy, Behaviour Policy, Health and Safety Policy, E-safety Policy, Use of Photographic and Video Images Policy, Volunteers Policy, Attendance Policy.

Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2019).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2019 as:

* + Protecting children from maltreatment
	+ Preventing impairment of children’s 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

# Statutory framework

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

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

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

[Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf) (*DfE September 2019)* [Working Together](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf) to Safeguard Children (HMG, 2018) Education Act 2002

[Counter-Terrorism and Security Act (HMG, 2015)](http://www.legislation.gov.uk/ukpga/2015/6/contents)

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](https://www.gov.uk/government/collections/serious-crime-bill) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006 General Data Protection Regulations 2018 (GDPR)

[What to do if you're worried a child is being abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) (HMG, 2015) [Searching, screening and confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf) (DfE, 2018)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017 Modern Slavery Act 2015

The Homelessness Reduction Act 2017 [Preventing and Tackling Bullying (DfE, 2017),](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf) (DfE, 2017) Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)

Advice on Whistleblowing in Maintained Schools (DfE 2014) ttps://[www.gov.uk/guidance/whistleblowing-](http://www.gov.uk/guidance/whistleblowing-) procedure-for-maintained-schools

Voyeurism (Offences) Act 2019

# School roles and responsibilities

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

# The Governing Board

The **governing board** has a responsibility to ensure that the policies, procedures and professional development and training in our school are effective and comply with the statutory requirements at all times.

It ensures that all required policies relating to child protection and safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The **governing board** also ensures there are a named Designated Safeguarding Lead and Deputy Safeguarding Lead in place and that they have their safeguarding role explicitly in the job description and are trained for the role as set out in Keeping Children Safe in Education 2019.

The governing board ensures 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.

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

The **governing board** ensures that children are taught to keep themselves safe, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place in school. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum.

The **governing board** and senior leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school’s ‘Safer Recruitment’ policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

# 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 and that everyone in school, including temporary staff, volunteers and contractors

are aware of these procedures and that they are followed at all times. They are a source of advice and support to other staff on child protection matters and make 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 and other agencies as required. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Leads will act in their absence*.*

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.

# 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 governing board are followed by all staff. The **Headteacher** will ensure that children are taught about safeguarding, including on-line as part of the broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (RSE).

The **Headteacher** will make sure that he 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.

# All school staff

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

# Types of abuse / specific safeguarding issues

*“****All*** *staff should be aware of indicators of abuse and neglect to they are able to identify cases of children who may be in need of help and protection. […]* ***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”.*

## Keeping Children Safe in Education (DfE, 2019)

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 specific types of abuse that our school is alert to.

# Peer on Peer abuse

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

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

# 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.

Our school will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is ‘just part of growing up’ or a joke. Our school will manage 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.

This may now include ‘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. It is now a criminal offence under the Voyeurism (Offences) Act 2019.

# Children with special educational needs and disabilities

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;
		- Be more prone to peer group isolation than other children;
		- Children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing signs
		- Communication barriers that make telling an adult difficult and
		- The requirement of personal or intimate care

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

# Children Missing from Education (CME)

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 are expected to notify the school if their child is unable to attend for any unavoidable reason, such as illness. If the school does not receive notification it will telephone on the first day of absence, to try to ascertain the reason. First day contact will be carried out as early as possible in the school day, in order to notify parents whose children may have set off for school, but not arrived, as quickly as possible. Where contact is not successfully made, a home visit may be carried out or 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.

# Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the*

*age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

## The Department of Education (DfE, 2017)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead (DSL) will lead on any concerns and work with other agencies as appropriate.

# Criminal Exploitation including County Lines

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 groom and exploit children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be ‘missing episodes’ when the victim 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.

# 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, or 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.

# Honour Based Violence

So-called honour based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community including Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

# Female Genital Mutilation (FGM)

Female Genital Mutilation 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 a form of childabuse.

From October 2015, the Serious Crime Act 2015 (Home Office, 2015) placed a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a

girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection Procedures.

# 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.

# Prevention of radicalisation

Children can be vulnerable to extremist ideology and extremism. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The [Counter-Terrorism and Security Act (HMG,](http://www.legislation.gov.uk/ukpga/2015/6/contents) [2015)](http://www.legislation.gov.uk/ukpga/2015/6/contents) 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 radicalisation and being drawn into terrorism. All staff members 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.

# Self-Harm and Suicide Risk

Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop and 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 someone’s vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual’s life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people that may be

suffering from mental ill-health and are at risk of self-harm or suicide 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 well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Where there are concerns that a child or young person 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 relevant key person will take the time to establish any underlying concerns.

The child will be supported to access services using the appropriate Newham referral pathways.

# Procedures

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

All staff must:

Receive: Listen to what the child is saying without interruption, without asking leading questions, without judgement, use TED (tell, explain, describe)

Reassure: ‘You’ve done the right thing coming to me,’ reassure child you have listened and hear what they are saying, don’t promise what can’t be delivered.

Respond: Tell child what you are going to do (pass on to DSL/Deputy DSL)

Report: Raise the concern using the online Safeguard Software System (this then emails DSL and Deputy DSLs).

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** bring it immediately to the attention of the Designated Safeguarding Lead (DSL) or one of the Deputy Designated Safeguarding Lead via the online Safeguard Software programme. At Southern Road we use this software to assist in our raising and recording of concerns.

The DSL is also the Designated PREVENT Lead, any concerns about a child or young person at risk of radicalisation or extremism will be raised in the same manner.

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, 2019)
* Working Together to Safeguard Children (DfE, 2018)
* PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone using the Newham MASH or the Police. Less urgent concerns or requests for support will be referred via the Newham MASH for consideration of Early Help support as appropriate. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, 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 Newham MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

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

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads are not available or the internet is down, this should not delay appropriate action being taken. The main school office holds mobile phone contact details for the DSL and all Deputy DSLs. This ensures that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer using the Newham Referral Pathway where there is suspected or actual risk of harm to a child.

When new 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 deputies and how to share concerns with them.

# Training

The Designated Safeguarding Lead (DSL) and deputies 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 deputies also undertake training in inter-agency working and other matters as appropriate.

# Professional confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) 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 deputies 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 deputies 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.

# 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. Whilst practitioners must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) it is not a barrier to sharing information. 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.

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

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 on Safeguard Software as soon as possible, noting what was said or seen and if appropriate, using the body map facility to record, with the date, time and location. All staff who raise a concern should expect a reply via the online system, this reassures them that their concern has been received and is being looked into. The DSL or deputies will decide on the appropriate action/s and record the action/s taken on the online system.

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 pupil’s date of birth, or until they transfer to another school or educational setting.

Where a pupil transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded to the new educational setting, where possible electronically using Safeguard Software or if not these will be marked ‘Confidential’ and for the attention of the receiving school’s Designated Safeguarding Lead (DSL). They will be hand delivered or sent via recorded delivery. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

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

# Interagency working

Schools often hold crucial information and as such our school is an essential partner in strategy discussions, child protection conferences and core groups. Our school will be pro-active 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, 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 to do so 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 or young person 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 appropriate referrals using the Newham Referral pathways.

# 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 withchildren.

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 373 3803 or email CPRT.LADO@newham.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 or
* behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
* an individual has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not need to relate directly to a child.

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.

Any member of staff or volunteer who does not feel confident to raise their 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 HR.

# 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

Working Together with Parents and Carers:

We recognise the importance of keeping up-to-date and accurate information about pupils. During our admissions interviews we ask all parents/carers to provide us with the following information and to notify us of any changes that occur:

* names and contact details of persons with whom the child normally lives
* names and contact details of all persons with parental responsibility
* emergency contact details
* details of any persons authorised to collect eh child from school (if different from theabove)
* any relevant court orders in place including those which affect any person’s access to the child (child arrangement order, non-molestation order etc.)
* name and contact details of GP
* any other factors which may impact on the safety and welfare of the child

During our admissions interviews if a child does not reside with either parent or paperwork cannot be provided to prove legal guardianship we may need to refer to Newham MASH based on a suspected private fostering arrangement. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

# Appendix 1 Early Help Offer

The Early Help Offer aims to help identify the need for other services, including health, social services, police, behavioural and Educational Psychologists. Our school recognise the importance of effectively using the Early Help Offer to access support for children and their families. Further information about Newham’s Early Help offer can be found here:

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

We use the Early Help Offer when:

* there is a concern about a child’s health, welfare, progress in learning or other aspect of their wellbeing
* a child’s needs are unclear, different from the norm and/or broader than the school can address

Using the Early Help Offer will help identify the child/families’ needs and work with other agencies to help meet those needs. This includes collating and sharing information on the following areas:

* general health
* physical development
* speech, language and communication development
* emotional and social development
* behaviour development
* self-esteem, self-image and social presentation
* family and social relationships
* self-care skills and independence
* learning, including: understanding, reasoning and problem-solving, progress and achievement in learning, participation in learning, educational aspirations
* basic parental care, including safety and protection
* emotional warmth and family stability
* parental guidance, behaviour boundaries and stimulation at home
* family history, including functioning and wellbeing
* wider family
* housing and financial considerations
* social and community factors

Completing the Early Help Assessment

It may be necessary to complete an Early Help Assessment on a child/family at any time. The decision to carry out the assessment should be taken jointly with the relevant staff and a member of the pastoral team, the child (where appropriate) and parent/carers. Where the input of more than one agency is required (a multi-agency response) to support the family’s circumstances, a lead early help practitioner within the school should be identified. The lead Early Help Practitioner will develop an Early Help Record with the family, with consent, as a tool for understanding strengths and needs, establishing goals and record the work undertaken by all practitioners in partnership with the family. The lead Early Help

Practitioner will also be responsible for drawing all agencies that are named in the Early Help Record into a Team around the Family (TAF). The TAF will work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan. If the family’s needs are more complex, services such as Families First may be appropriate and can offer a more targeted and intensive intervention.

To avoid confusion there will need to be a ‘lead professional’ who will check the child’s progress. This may be a member of the Senior Leadership Team or the Pastoral Team. The most likely outcomes of the assessment are:

* concerns have been resolved and no further action(s) is required
* some actions have been agreed and a date has been set for reviewing and monitoring progress
* some actions have been agreed but further action is required from other agencies and these have been identified

If a parent refuses consent in completing an Early Help Assessment we will clearly record the refusal. However, it is possible to override this lack of consent, and where we are concerned about a child’s welfare or safety the usual child protection procedures will apply.

**Appendix: Covid-19 March 2020**

School remains open for children of key workers or those identified as vulnerable.

**Reporting concerns about children or staff**

In the current situation, the main principles of Southern Road's safeguarding policy should be adhered to. The importance of all staff acting immediately on any safeguarding concerns remains. Staff will continue to advise the DSL or Deputy DSLs of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff. As such, it remains extremely important that any allegations of abuse made against staff attending our school are dealt with thoroughly and efficiently and in accordance with our policy.

**Delegation and Lead DSL**

The usual reporting procedures apply (online via Safeguard Software). If the Lead DSL (Helen Yearnshire) or Deputy DSLs (Ashfiya Bobat, Kirsty Crozier, Dena Lawrence, Gavin MacGregor) are not on site they can be contacted via email and their school mobiles.

**Staff training and induction**

For the duration of the COVID-19 measures, our DSL and deputy DSLSs are unlikely to receive any refresher training. In line with government guidance, our trained DSLs and Deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. There are currently no plans to recruit new staff at this time or to have volunteers or staff members from other schools on site.

**Updated guidance: Social care, MASH, LADO**

As of now, the processes for social care, MASH, and the LADO remain as in the main policy. As with all key services, social care is currently focused on the highest risk cases. Any changes will be reflected in an update to this appendix. All escalation and other processes should be followed as usual and as set out in the main body of this policy.

**Safeguarding vulnerable children**

As a school the pastoral team has a list of vulnerable children. This includes but is not limited to children who receive High Needs Funding or have an allocated social worker. Many of our children have additional vulnerabilities. These children are normally tracked through our fortnightly pastoral meetings. Children on this list have been allocated to a specific staff member who is responsible for contacting them daily/on alternative days or weekly. This information is compiled and reviewed regularly by the DSL and follow up actions are taken as appropriate.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

Food parcels are being distributed to all vulnerable families weekly and for our FSM children, vouchers are now available.

**Attendance**

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

The DSL or a Deputy DSL will attempt to contact the parents through various methods, such as telephone, FaceTime or by contacting a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we will ask an appropriate agency to conduct a home visit or a welfare check.

Where a vulnerable child does not take up their place, we will notify their social worker.

**Online safeguarding and peer-on-peer abuse**

As a school we have clear procedures in place for online safety, particularly where new technologies or approaches are being used as a result of the current situation. We have an Acceptable Use policy and this has been shared with all staff and reinforced that this continues to apply along with providing clarity that the usual standards and expectations apply in regard to any interactions with children.

At Southern Road, we recognise the limitations of online learning. Access to technology is highly varied amongst our communities, particular at this time when so many parents and older siblings are working from home. We are keen to ensure a balance of screen time and time away from screens. We appreciate in this, and all areas, that the challenges families are currently facing – including but not limited to illness – will, inevitably, limit (in some cases severely) the ability of children to be able to carry out significant home learning. We are also highly aware that some of our children with additional needs may struggle with the concept of home learning.

Staff at Southern Road are not to conduct any 'live' lessons via video link. Any meetings that take place (IEP reviews, CIN meetings etc.) where video call is used should be done so in a confidential space and staff should be mindful of dress, using a neutral background as well as language used.

For instances of peer-on-peer abuse, the processes set out in the main body of this document should be followed as closely as possible. It is acknowledged that a lack of direct access to the children involved may hamper this process. However, all reasonable efforts must be taken to: gather as much information as possible; decide on an action – including a referral to MASH/police where appropriate; informing parents – where appropriate and if it is believed this will not bring additional harm or risk to the children involved.

Any concerns or inappropriate behaviour should be dealt with by following the usual processes set out in the main body of this document. All interactions are recorded and accessible and staff are clear about any interactions they have with children being open and available for senior staff to access at any time.

All interactions with children working at home are passed through the general school email address to the teacher and then from the teacher back to the child, eliminating any direct contact to minimise any potential risk.

As the situation continues we will share updates with parents via Parentmail. Sources we are providing to support parents include:

* <https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE>
* <https://www.net-aware.org.uk/>
* <https://www.thinkuknow.co.uk/parents/support-tools/support-your-child-at-home>

**Emotional/mental health**

As a school, we are providing guidance and support for our children’s mental health during this challenging time.

Work that is being set for home learning is focused on physical activities and suggestions for parents on how to support their child’s emotional health. There is a clear emphasis on the need to focus on activities and managing time to minimise stress and anxiety. We are also providing practical steps to support with this: such as creating a clear, realistic timetable with model examples provided.

In school, children are also focusing on both physical and emotional health through the daily timetable.

**Hub**

At present, our school remains open. If we were to Hub, then we would follow government guidance with the most senior member of staff being responsible for the safeguarding of all children. We will review this aspect should it need to happen.

**Training and induction**

We will continue to follow the usual safer recruitment processes where recruitment is being undertaken. No new staff members are due to start at present, we will review this should it be necessary.

**Children moving school**

Whilst unlikely in the current situation, it is possible that children will move school. It is also possible children may be identified as ‘CME’ through the checks that are being carried out. Currently, the usual CME processes should be followed for any children in this situation as should the usual processes for children moving school.



# CHILD PROTECTION AND SAFEGUARDING POLICY FOR Southern Road Primary School

**COVID-19 ADDENDUM**

**DATE APPROVED BY GOVERNORS DATE LAST APPROVED January 2020**

**DATE POLICY TO BE REVIEWED: September 2021**

**School Designated Safeguarding Lead Helen Yearnshire**

**School Deputy Safeguarding Lead Dena Lawrence, Kirsty Crozier, Ashfiya Bobat School Designated Safeguarding Governor Bronwen Stuckey**

**Chair of Governors Bronwen Stuckey**

*This policy should be seen in conjunction with the school Child Protection and Safeguarding Policy dated January 2020 and used with the Covid- 19 Guidance for full opening: schools (DfE 2nd July 2020)*

*This policy addendum 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.*

# Contents

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4. Reporting concerns
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# Scope and Definitions

This addendum to our Child Protection and Safeguarding Policy dated January 2020 applies during the period of the school full re-opening following the COVID-19 arrangements, and reflects updated advice from the Newham Safeguarding Children Partnership and the London Borough of Newham.

It sets out changes to our normal child protection policy in light of the Department for Education’s guidance *Covid- 19 Guidance for full opening: schools (DfE 2nd July 2020)* and *Coronavirus (Covid-19) - Safeguarding in schools, colleges and other providers guidance. (DfE updated on 20th May 2020)*

Unless covered here, our normal child protection policy continues to apply.

The Department for Education’s (DfE’s) definition of ‘vulnerable children’ includes those children who:

* Have a social worker,
* With a child protection plan
* Are assessed as being a Child in Need (CiN)
* Looked after by the local authority
* Has an education, health and care (EHC) plan

# Safeguarding principles

We welcome all our children back into school and although due to Covid-19 we are operating in a different way, we will still have regard to Keeping Children Safe in Education 2020, and will follow these important safeguarding principles:

* The best interests of children will always continue to come first;
* If anyone has a safeguarding concern about any child, they should continue to act on it immediately;
* The Designated Safeguarding Lead (DSL) or Deputy should be available at all times or a member of the Senior Leadership team will act in their place;
* It is essential that unsuitable people do not enter the school workforce or gain access to our children;
* Children should continue to be protected when they are online and accessing remote learning on- line.

# Designated Safeguarding lead (DSL) and Deputy DSL arrangements

The Designated Safeguarding Lead (DSL) or Deputies will be on the school site and will have as much time as possible to support children and staff regarding any new concerns as children return to school.

In the event, our DSL (or Deputies) cannot be in school, they can be contacted remotely by mobile or email.

The Designated Safeguarding Lead (DSL) and Deputies (DSL) will endeavour to keep up to date with safeguarding developments and training.

The Designated Safeguarding Lead (DSL) and Deputies will identify and monitor the attendance and well- being of vulnerable children.

# Reporting concerns

All staff and volunteers must continue to report any concerns to the Designated Safeguarding Lead (DSL) or Deputies immediately if they have concerns about a child. It remains vitally important to do this, both for children that are attending school and those not attending due to self-isolation or anxiety.

All staff will continue to work with and support children’s social workers, where they have one, to help protect vulnerable children.

# Safeguarding children

Staff and volunteers are aware that this difficult time has potentially put all children at greater risk of physical and emotional harm.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils’ mental health and well-being that are also safeguarding concerns, and act on those concerns immediately in line with the procedures set out in the school Child Protection and Safeguarding Policy.

For children not able to attend school due to self-isolation, or anxiety, staff will be alert for signs that may be:

* Not completing assigned work or logging on to school systems
* No contact from children or families
* Seeming more withdrawn during any class check-ins

# Mental Health and Well-Being

We will continue to offer our current support for the mental health and well-being for all children of the school. Including speech and language sessions via video link and Place2Be check ins via telephone.

We will also signpost all children, parents/carers and staff to other resources of support for good mental health and well-being at this time.

When setting expectations for children unable to attend school and accessing remote learning at home, staff will consider the potential impact of the current situation on both children’s and adults’ mental health.

# Online safety

* 1. **In school**

Our school will continue to have appropriate filtering and monitoring systems in place in school that are regularly monitored. If our IT staff are unavailable, our contingency plan is to speak to NPW as we have a SLA in place.

* 1. **Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT acceptable use policy

Staff are aware that children are vulnerable to being bullied or groomed for abuse or radicalisation on-line. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

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

# Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about that are not able to attend school due to self-isolation or anxiety. School staff will be encouraged to maintain contact with those children unable to attend school and speak directly to children in circumstances where:

* + - They would usually attend school but are self-isolating or are anxious about returning to school;
		- Children attending off-site alternative provision Each child has an individual plan which sets out
		- How frequently the school will make contact
		- The name of the staff member(s) will make contact – as far as possible, this will be staff who know the child and family well
		- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both We have agreed these plans with children’s social care where relevant, and will review them regularly.

If we are unable to make contact, we will contact children’s social care or the police.

# Working with other agencies

We will continue to work with children’s social care, and with Virtual School Heads for Looked-After (LAC) and Previously Looked-After Children (PLAC).

We will continue to update this Addendum to our Child Protection and Safeguarding Policy regularly and where necessary, to reflect any updated guidance from:

* + - The Newham Local Safeguarding Children Partnership
		- The Local Authority in regards to children with education, health and care (EHC) plans, the Local Authority Designated Officer (LADO), children’s social care, reporting mechanisms, referral thresholds and children in need (CiN).

# School Attendance

Our children will be returning to school for the Autumn term and we will be completing attendance registers and following our usual procedures to follow up on non-school attendance. It is parents and carers duty to secure regular attendance for their child(ren) at school. We expect all children to attend school every day unless they are unwell or self-isolating. We will:

* + - Communicate with parents and children to encourage their return to school and will provide reassurance about the measures taken within school to minimise the risks;
		- Follow up on any absence with parents or carers, by our usual method of first day contact
		- Notify their social worker, where they have one;
		- Liaise with the school nursing service as appropriate.

In the event of poor or non- school attendance we have the availability to issue sanctions, including fixed penalty notices in line with the Local Authority code of conduct.

1. **Working in Partnership with Parents and Carers**

We will communicate with parents and carers to:

* + - ensure all information is kept up to date and available on the school website.
		- ask if there are any changes regarding the welfare, health and well-being that the school should be aware of before a child returns to school
		- are aware of the potential risks to children on-line and the importance of staying safe online
		- know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
		- are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
		- know where else they can go for support to keep their children safe online

# Staff recruitment, training and induction

* 1. We remain committed to robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, as set out in Keeping Children Safe in Education 2020.

There is an expectation that staff will return to school in September 2020 and any new staff must present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and complete risk assessments to decide whether volunteers who aren’t in regulated activity should have an enhanced DBS check, in accordance with Keeping Children Safe in Education 2020.

We will maintain the Single Central Record up to date.

* 1. **Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. New staff and volunteers will continue to receive:

* Safeguarding induction / training
* A copy of our Child Protection and Safeguarding Policy (including Covid-19 addendum)
* Keeping Children Safe in Education Part 1 (2020)
* Confirmation of Designated Safeguarding Lead and Deputy arrangements

# Concerns about a staff member or volunteer

We will continue to follow the procedures as set out in Keeping Children Safe in Education 2020. Staff should continue to act on any concerns they have about a member of staff or volunteer immediately – whether those concerns are about staff/volunteers working on site, working remotely or providing access to remote learning.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of COVID-19 in line with government guidance.

# Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated and as a minimum every half term by Helen Yearnshire. At every review, it will be approved by the Governing Body.

# Links with other policies

This policy links to the following policies and procedures:

* + - Child protection policy
		- School Behaviour Policy
		- Staff [Behaviour policy/code of conduct]
		- IT acceptable use policy
		- Health and safety policy
		- Health and safety Risk Assessment
		- Online safety policy
		- Bereavement Policy
		- Whistleblowing Policy