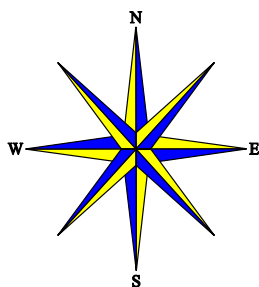


CHILD PROTECTION AND SAFEGUARDING POLICY FOR SOUTHERN ROAD PRIMARY SCHOOL

DATE APPROVED BY GOVERNORS 23.01.2020

DATE POLICY TO BE REVIEWED: 23.01.2021



School Designated Safeguarding Lead: Helen Yearnshire

School Deputy Safeguarding Leads: Ashfiya Bobat, Kirsty Crozier, Dena Lawrence, GavinMacGregor

School Designated Safeguarding Governor: Bronwen Stuckey

Chair of Governors: Bronwen Stuckey

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.

Contents

- 1. Introduction**
- 2. Statutory Framework**
- 3. School Roles and responsibilities**
- 4. Types of abuse and specific safeguarding Issues**
- 5. School Procedures**
- 6. Continuous Professional Development**
- 7. Professional Confidentiality**
- 8. Record keeping and Information Sharing**
- 9. Interagency Working**
- 10. Allegations about members of the children's workforce**
- 11. Whistleblowing**

Appendix 1 – Early Help Offer

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

2. Statutory framework

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

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



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

[Keeping Children Safe in Education \(DfE September 2019\)](#)

[Working Together to Safeguard Children \(HMG, 2018\)](#)

Education Act 2002

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[The Prevent duty Departmental advice for schools and childcare providers \(DfE 2015\)](#)

[Prevent Duty Guidance for Further Education Establishments in England and Wales \(HMG 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Modern Slavery Act 2015

The Homelessness Reduction Act 2017

[Preventing and Tackling Bullying \(DfE, 2017\)](#),

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

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2017)

Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)

Advice on Whistleblowing in Maintained Schools (DfE 2014) <https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

Voyeurism (Offences) Act 2019

3. School roles and responsibilities

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



3.1 The Governing Board

The **governing board** 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.

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

January 2020

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.

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 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.

3.4 All school staff

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

4. 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.

4.1 Peer on Peer abuse

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

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), 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.

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.

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.

4.2 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 disproportionately 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.

4.3 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.

4.4 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.

4.5 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.

4.6 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.

4.7 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.

4.7.1 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 child abuse.

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 January 2020

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.

4.7.2 Forced marriage

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

4.8 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 \(HMG, 2015\) 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 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.

4.9 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.

5. 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)

January 2020



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.

6. 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.

7. 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.

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. 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.

9. 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.

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.

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.

11. Whistleblowing

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

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

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



Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

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 the above)
- 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.newhamscb.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.