Safeguarding and Child Protection Policy

See also Whistleblowing Policy: If a member of staff feels they cannot report a concern in our school, for example, If there concerns about the headteacher, staff should contact the chair of governors and the LADO.

Reviewed & Updated February 2021   *April 2020 Section added due to Covid 19*

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Introduction and Policy Statement

All schools are required to have a Safeguarding and Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. William Davies Primary School takes very seriously its duty towards all children who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to. Schools form part of a wider safeguarding for children.

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff at William Davies Primary School understand that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

 We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies. Everyone coming into contact with the child has a role to play in identifying concerns, sharing information and taking prompt action. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff at William Davies Primary School know that a range of other school policies are central to many aspects of the school's Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our policies for:
- Anti-Bullying
- Attendance
- Behaviour Policy
- Physical Contact
- Online Safety
- Health & Safety
- Staff Handbook and code of conduct
- Educational Visits
- Staff Induction
- Online Safety

Our Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance Keeping Children Safe in Education (updated January 2021) and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board and have been adopted as available from the Newham Local Safeguarding Children Board.   Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

Our Policy was first adopted and adapted on 3rd October 2015 by the Governors of our school, the Headteacher and the Designated Safeguarding Lead. It is reviewed annually alongside an Annual Report to Governors   (Section 11 Safeguarding Audit).
This policy is available to all parents on our website or as a hard copy if requested:
www.williamdavies.newham.sch.uk

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

Keeping Children Safe in Education (*DfE January 2021)*

Working Together to Safeguard Children (HMG, 2018)

Education Act 2002

Counter-Terrorism and Security Act (HMG, 2015)

The Prevent duty Departmental advice for schools and childcare providers (DfE 2015)

Prevent Duty Guidance for Further Education Establishments in England and Wales (HMG 2015)

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

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

Searching, screening and confiscation (DfE, 2018)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Modern Slavery Act 2015

The Homelessness Reduction Act 2017

Preventing and Tackling Bullying (DfE, 2017),

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

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

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

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

Safeguarding and Child Protection Policy

William Davies Primary School is committed to Safeguarding and Child Protection in order to promote the welfare of all its children and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult, working on behalf of the school, has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm. If early help and or other support is appropriate, the case should be kept under constant review and consideration given to referral to children's social care if there appears to be no improvement in the child's situation.

1.1.   All staff should be clear about their responsibility and that of others in providing a caring and safe environment for all children to learn.

1.2   To this end, William Davies Primary School will ensure that all staff, whether permanent,temporary or volunteering are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction.

1.3   All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

1.4   All staff should know who the Designated Safeguarding Lead: Ms. A. Akhtar

1.5   The safeguarding team have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities. They are Ambreen Akhtar, Sally Norris, Angela Warren and Halima Patel.
Supervision for the DSL is regularly carried out by the headteacher. It is a method of supporting staff so they can provide for the needs of their students. It is a two-way process which should offer emotional support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained therefore promoting a safe culture.

1.6   In the absence of the Designated Safeguarding Lead, a member of the safeguarding team,who has the knowledge and skills necessary,will deputise.

1.7   The Lead Safeguarding Governor is: Mr T. Potter

1.8   All staff will receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe. Regular safeguarding bulletins are emailed with new information and reminders. Key information is also on display in the staffroom.

1.9   William Davies Primary School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

Keeping Children Safe
2.1   <u>Responding to Concerns</u>

2.2   All children at William Davies 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.
2.3   All staff must:
- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality.
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what was has been disclosed to the Designated Person in the school.
- Record, on the safeguard software system as soon as is practicable, what was said, using the child's actual words.

- The safeguard software system will alert the safeguarding team immediately to all logged reports or concerns.

2.4 The Designated Safeguarding Lead will:
- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.
- If a child is in immediate danger or risk of harm a referral will be made to police or social care immediately.

The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. Triage will use the Early Help and Safeguarding Thresholds to inform their decision making.
If Triage has not contacted the school within 24 hours of us submitting the referral, the Designated Safeguarding Lead will follow up.

2.5 If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make a full written record of the decision and outcome. The school will continue to offer help, interventions and support to the family.

2.6 Allegations about staff

2.7 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 and Code of Conduct. 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.

2.8 We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email nick.pratt@newham.gov.uk

2.9 If an allegation is made or information is received about any member of staff or volunteer who works with children, who 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. The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. In addition, staff should also alert the Headteacher if 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.

2.10   Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair of Governors. 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.

2.11   Any member of staff or volunteer who does not feel confident to raise their concerns within the school should contact the LADO directly.

2.12   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.

2.13   Whistleblowing

2.14   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.

2.15   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.

2.16   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

2.17   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

2.18   Recognition and Response

Owing to the nature of the day-to-day relationship children at William Davies Primary School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or

development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

2.19 Looked after children

The most common reason for children becoming looked after is because of abuse and neglect. The governors and staff are aware of the need to ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe.

2.20 Children with SEND

Children with SEND can face additional safeguarding challenges. Staff are aware of the need to monitor changes in children with SEND who may have difficulty communicating and report to the DSL and SENDCo.

2.9 Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or more rarely by others via the internet. They may be abused by an adult or adults or other children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not

solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.10 We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:
- Child Missing from Education
- Child Sexual Exploitation (CSE) and see 4.6
- Bullying including Cyberbullying
- Domestic Violence
- Drugs
- Faith Abuse
- Female Genital Mutilation (FGM) and see page 4.7
- Mental Health
- Private Fostering
- Preventing Radicalisation and see page 4.8
- Peer to peer abuse
- Online safety
- Texting and social media with reference to gender/sexual bullying.
- Upskirting
- Sexual Violence and harrasment between children
- Child criminal exploitation - county lines and gangs
- Homelessness
- Honour based violence
- Children and the courtroom system
- Children with family members in prison
- Contextual safeguarding
- Breast Ironing / flattening

Providing a Safe Environment

3.1   All parents and carers of children attending William Davies Primary School should feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school.

We notice, understand and take action.

We are stable, constant and develop relationships.

We support, explain and keep children well informed.

We will do this by:
- Promoting a caring, safe and positive environment within the school.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken.
- Ensure that our staff are fully inducted and comply with the school's staff code of conduct policy.
- Encouraging the self-esteem and self-assertiveness of all children through the curriculum, using Jigsaw and Zippy's Friends frameworks, so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help.
- Working in partnership with all other services and agencies involved in the safeguarding of children.
- Displaying appropriate posters that detail contact numbers for child protection help-lines.
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school.
- Welcoming visitors in a safe and secure manner.
- Undertaking risk assessments when planning out of school activities or educational visits.
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

Safeguarding & Child Protection in Specific Circumstances
4.1   Attendance
We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- We will always follow up a continued absence if we have been unable to confirm the reasons for absence.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- Continued absence of a child known or thought to have been taken overseas, if the child does not return to school on the expected return date, will always be reported to the Children Missing in Education team.

4.2 Behaviour

We aim to maintain a safe and calm environment by expecting good behaviour from our children in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- We will always record any occasion when physical intervention has been necessary. Further information can be found in our Physical Intervention policy.
- We will always notify parents or carers of any such incidents.

4.3 Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

4.4 Online safety

We have online filters monitored by Newham Partnership Working.

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an online safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

There are frequent reminders, lessons and assemblies about online safety.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our online resources as detailed in our *Staff Code of Conduct*.

4.5 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

4.6 Child Sexual Exploitation (CSE)

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food,accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

- Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

4.7   Female Genital Mutilation

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through Multi-Agency Practice Guidance . If a member of staff, in the course of their work, discovers and Act of FGM to a girl under 18 they must report this to the police. All concerns will be recorded in our safeguard system.

4.8   Preventing Extremism and Radicalisation

William Davies Primary School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both children/students and adults have the right to speak freely and voice their opinions.
- The definition of extremism is: views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1 July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism.'

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

4.9   Child on Child Abuse

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, we recognise that, on occasions their behaviour may be challenging; they may 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.

4.10 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.

4.11 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) will take the time to establish any underlying concerns.

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

4.12 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.

Working Together with Parents and Carers

5.1   Pupil Information

We recognise the importance of keeping up-to-date and accurate information about children. We will regularly 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 the child from school (if different from above.)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Name and contact details of G.P.
- Any other information which may impact on the safety and welfare of the child.

5.2   Confidentiality

Information about children given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant and information only a "need to know" basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and data protection.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff, as per our retention policy. We also have a duty to send copies of these records to any school to which the pupil transfers.

5.3   Referrals from and to partner agencies

If we have a reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers unless the child is at risk of harm. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services 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. Agencies also make us aware of referrals made. e.g. Health service, Operation Encompass (Police & domestic violence) among others.

Safer Recruitment

All staff and volunteers working with children in our school will be recruited safely. A person who is prohibited from teaching will not be appointed to work as a teacher.

6.1   Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

6.2   Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
The advertisement will state that the post is subject to a Disclosure and Barring check.

6.3   Applications
We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.
We will scrutinise all completed application forms. We will not accept CVs.

6.4   References
We will not accept open references or testimonials. We will ask for the names of at least two referees. We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children. We will follow up any vague or ambiguous statements.

6.5   Interviews
We will always conduct a face to face interview even when there is only one candidate. If this cannot take place in person it will be done via a video meeting with document and identity check at a later date. Our interview panel will always contain at least one member trained in safer recruitment practice. Our policy is to refresh safer recruitment training every 3 years. Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

6.6   Appointments
Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.   We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

6.7   Induction
We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

6.8 Allegations
We will always follow our locally agreed procedures for the management of allegations against staff.   The procedures are available at: NSCB LADO

6.9 Dismissal
We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

Monitoring and reviewing our policy and practice
7.1   Our Designated Safeguarding Lead will continually monitor our child protection and safeguarding practices and bring to the notice of the headteacher and governors any weaknesses or deficiencies.

7.2   The Governing Body has a duty to remedy any weaknesses that are identified.

7.3   An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with Designated Safeguarding Lead responsibilities.
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete.
- The training that has been undertaken by the designated staff.
- The training that has been undertaken by all other staff and volunteers.
- Details of any incidents when physical restraint of children has been used.
- Details of information and guidance that has been given to staff.
- Details of safeguarding and child protection issues included in the curriculum.
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school.
- Details of safeguarding and child protection information given to parents.
- Details of the safety of the school site and the access given to visitors.
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children.
- Numbers of child protection referrals made to Children's Services.
- Details of child protection conferences or meetings attended regarding children. (names of children are not shared)
- Numbers of children identified in need of early help support.
- Numbers of child who have an Early Help Plan.
- Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan.

7.4   The Governors, Headteacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

7.5   The governing body 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.

7.6   The governing body also ensures there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead in place, and that they have their safeguarding role explicitly in their job description and are trained for the role as set out in Keeping Children Safe in Education 2021.

7.7   The governing body 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.

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

7.9   The governing body 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 body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It also ensures that volunteers are appropriately supervised in school.

7.11 Our Policy will be reviewed annually with Governors.

Actions where there are concerns about a child
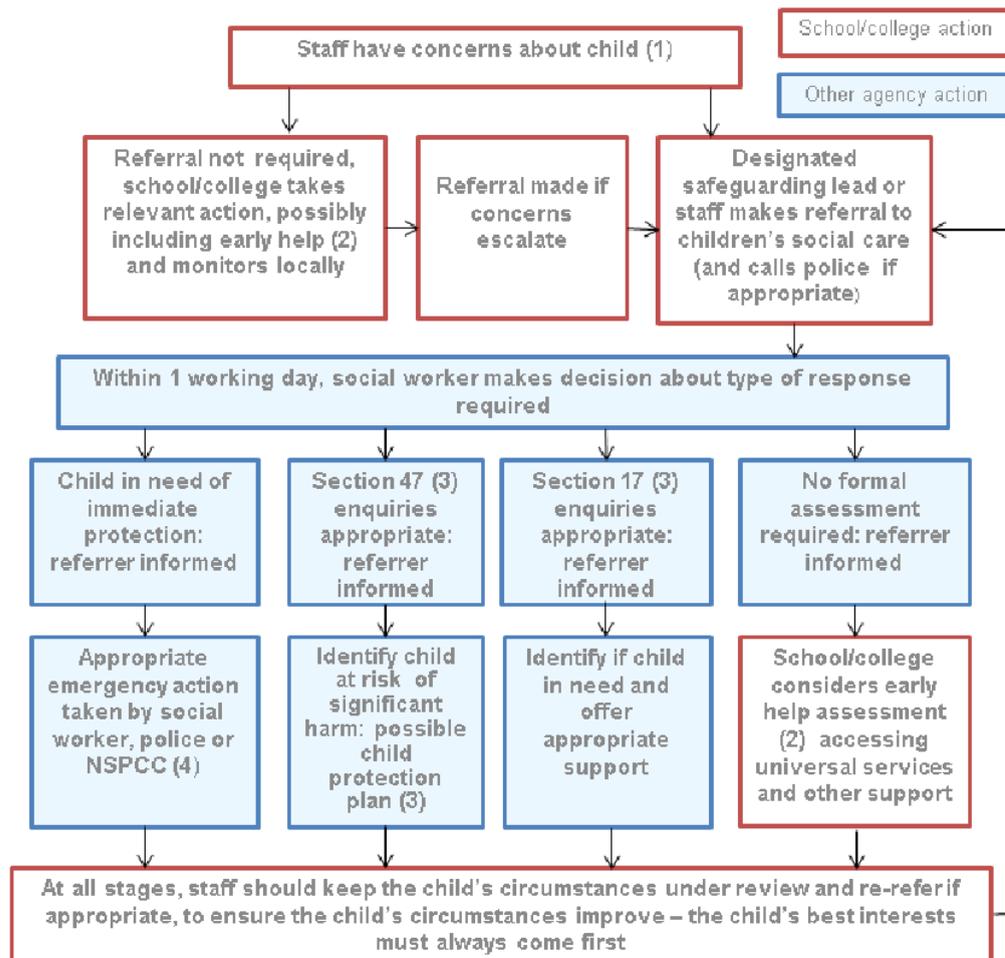
Covid 19 Addendum

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the London Borough of Newham

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

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

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

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

All staff still have access to Safeguard software for reporting concerns.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL available wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this policy

We will keep all school staff and volunteers informed if the DSL is not available and who is responsible in her absence.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by phone or text.
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

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 the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:
- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:
- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

12.2 Outside school

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

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 children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

13.3 Working with parents and carers

We will make sure parents and carers:
- Are aware of the potential risks to children online 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

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of 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, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14.3 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:
- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:
- A copy of our child protection policy and this addendum
- Confirmation of local processes

● Confirmation of DSL arrangements

14.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

● Everyone working or volunteering in our school each day, including staff 'on loan'
● Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information and will ensure there is a DSL or nominated Safeguarding person on site each day.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

● The reason(s) why the child is considered vulnerable and any arrangements in place to support them
● The child's EHC plan, child in need plan, child protection plan or personal education plan
● Details of the child's social worker
● Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. 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 3-4 weeks by Sally Norris (Headteacher.)
At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

● Child protection policy
● Staff [behaviour policy/code of conduct]
● IT acceptable use policy
● Health and safety policy
● Online safety policy
● Whistle-blowing
● Anti-bullying