



Star Primary School Safeguarding and Child Protection Policy 2023-24

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;

Nurture positive home, school and community relationships;

Promote tolerance and respect for all people and the world we live in.



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By order of the Governing Body of Star Primary School

Signed: _____ Dated: _____

(Head Teacher)

Signed: _____ Dated: _____

(Safeguarding Governor)

DATE APPROVED BY GOVERNORS: 2023

DATE POLICY TO BE REVIEWED: By September 2024

This policy is available on our school website and also on request from the school office. We inform parents and carers about this policy when their children join our school and through the school newsletter.

School Designated Safeguarding Lead - Lisle Von Buchenroder (Head Teacher)

Child Safeguarding Officer & Deputy DSL - Laura Matthews

Deputy DSLs - Steven Carbutt, Jacqui Jennings, Lauren Borley, Mateu Ramonet, Gemma Williams, Zoe Bagheri & Rebecca Bradley D'Cunha.

SENCO & Designated Teacher for Looked After Children- Faria Alam Masud & Loren Oliver

Community Wellbeing Advocate & Early Help Lead- Remi Clarke

School Designated Safeguarding Governor – Sue Parfitt

Chair of Governors - Shantelle Hendrickson

September 2023

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CHILD PROTECTION AND SAFEGUARDING POLICY FOR Star Primary School

1. Introduction

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

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the best interests of the child”. **(Keeping Children Safe in Education – DfE, September 2023)***

This Child Protection and Safeguarding Policy is for all school 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, Safe Working Practices for Staff & Volunteers Policy, Behaviour Intervention Policy, Anti Bullying Policy, Attendance Policy, Health and Safety Policy and ICT & E-safety Policy. Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should be read in conjunction with **Keeping Children Safe in Education, DfE 2023**.

Sensitivity to language : Our school staff say, ‘targeted child’ instead of ‘victim’, because a child may not see themselves as a victim. We say, ‘actor’ when investigating incidents, rather than use labels like ‘bully’ or ‘perpetrator’. All these words and other terms are used and examined thoroughly for their meaning and impact as part of the safeguarding curriculum in our school.

Safeguarding is defined in Keeping Children Safe in Education 2023 as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

2. Statutory framework

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

2.2. The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP).

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

September 2023

Schools; Covid- 19 Operational Guidance (DfE 27 August 2021)
London child protection procedures <http://www.londoncp.co.uk/>

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

Education Act 2002 Domestic Abuse Act 2021 Modern Slavery Act 2015
[What to do if you're worried a child is being abused \(HMG, 2015\)](#)

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

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

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

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

Sexual Offences Act (2003) Voyeurism (Offences) Act 2019

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

<https://contextualsafeguarding.org.uk/>

Education (Pupil Registration) Regulations 2006

General Data Protection Regulations 2018 (GDPR)

[Searching, screening and confiscation \(DfE, 2018\);](#) Use Of Force DfE current guidance.

Children Act 1989 Children Act 2004

Children and Social Work Act 2017

The Homelessness Reduction Act 2017

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

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

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

2.4 Please note that guidance [Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2017\)](#) has now been incorporated throughout the DfE guidance document.

2.5 Our governing body will ensure that children are taught about how to keep themselves and others safe, including online. Relevant topics will be included within Relationships Education, and Health Education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy, pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

2.6 Online Filtering and Monitoring

Details of school's filtering and monitoring systems can be found in the Computing & Online Safety Policy which is available on the school's website. School monitoring procedures are also reflected in our Acceptable Use Policy.

The member of SLT assigned to ensuring filtering and monitoring standards are met is Ms Gemma Williams. The Governor assigned to ensuring filtering and monitoring standards are met is: Ms Sue Parfitt.

Star Primary uses LGFL's filtering and monitoring service to block harmful and inappropriate content, without unreasonably impacting teaching and learning.

The DSL along with the IT Manager will review monitoring and filtering systems at least annually to ensure systems are effective. Results of the audit will be shared with SLT and governors.

Technical monitoring systems do not stop all unsafe activities on a device or online. Staff should:

- Provide effective supervision when pupils are using devices.
- Take steps to maintain awareness of how devices are being used by pupils
- Report any safeguarding concerns to the DSL

3. School roles and responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. 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 school 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 at Star are also familiar with the Early Help Offer and are aware of support provided by the school's Community Wellbeing Advocate & Early Help Lead. See Appendix 2.

3.1 The governing body

The governing body ensures that a strong Safeguarding culture is embedded within the school, that our commitment to keep our children safe is explicit and understood by all in the school community and that our practice reflects the governing body's vision and values.

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. Safeguarding is a standing item on the agenda of all governing body's meetings. The policy is reviewed at least annually.

The governing body ensures that the policies, procedures, practice and professional development and training in our school are effective and comply with the statutory requirements at all times. The governing body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

The governing body ensures that there is a named Designated Safeguarding Lead and Deputy Safeguarding Leads in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their role, as set out in Keeping Children Safe in Education 2023. The link governor for safeguarding visits the school regularly for meetings with the DSL and to observe safeguarding in school at first hand. The DSL reports directly to governing body on issues arising from their role which impact on the school.

The governing body checks that safeguarding is included in **Behaviour, Online** and **all related policies including the staff Code of Conduct** and is highlighted in all policies as the overarching responsibility of all staff at all times, particularly in procedures involving sanctions or searches, in school and out.

The governing body ensures that the school contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The governing body ensures that all Governors, staff members and volunteers undergo appropriate safeguarding and child protection training that is regularly updated, at least annually, to provide them with the relevant skills and up to date knowledge to keep all our children safe.

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

The governing body ensures that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems are in place in school. This responsibility includes children who are accessing on-line learning from our school, at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities in RSHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The governing body and school leadership team are responsible for maintaining robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school.

We will conduct background checks through an online search as part of due diligence when shortlisting candidates; undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

3.2 The Designated Safeguarding Lead and Deputy

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school. This includes a whole-school staff responsibility to support children affected by child on child abuse in all its forms, by following our protocol for listening, reassuring and reporting to allow the child to move on. The Designated Safeguarding lead (DSL) will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

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

The DSL is a source of advice and support to other staff on child protection matters and make sure that timely referrals to Newham Triage Team 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 Lead will act in their absence.

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 body are followed by all staff.

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

The Headteacher ensures that all pupils, individually or collectively through our school council are encouraged to promote the responsible use of social media, practical safety around the school and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong school safeguarding culture.

The Headteacher ensures that there is immediate access to an individual member of staff, appropriately trained, to listen, reassure and provide practical support to move on, for children at need in the school.

The Headteacher will make sure that she is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child(ren) and obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff – safeguarding children's futures

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn even if circumstances preclude their physical presence in the school.

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

Staff are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to the Newham MASH (Multi Agency Safeguarding Hub) Team when there is a need to do so.

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

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from staff to children. We use the functions through the platform for online learning – Google classroom. The use of social media (WhatsApp, Twitter, FB etc) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support children and their representatives in promoting responsible use of social media, safety around the school and responsibility for their own and others' wellbeing, as an integral element of a strong school safeguarding culture.

4. Types of abuse / specific safeguarding issues

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another" [...] All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments".

Keeping Children Safe in Education (DfE, 2023)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are specific types of abuse that our school is alert to.

4.1 Child on child abuse

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

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

When an incident involving youth produced sexual imagery (sexting) comes to school's attention:

- Staff are not to look at images on children's personal devices.
- The incident should be reported to the DSL as soon as possible.
- The DSL should interview appropriate school staff and if appropriate, there should be subsequent interviews with the pupils involved.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying as covered in our Anti-Bullying and Behaviour Intervention policies.

4.2 Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at Star Primary.

An example of such harassment is 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual

gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is ‘just part of growing up’ or a joke. Our school manages such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures. Pupils initiating such abuse or sexualised behaviour will be subject to a risk assessment which will inform a safety plan for everyone involved, including themselves.

4.3 Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities 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.

4.4 Children Missing from Education (CME)

As part of our safeguarding role we ask parents and carers to provide a minimum of two contact details and we will regularly ask parents and carers to ensure that they are kept up to date.

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence as covered in the school’s Attendance Policy. Where contact is not successfully made, a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), Social Care or Police).

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

4.5 Contextual safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Our school staff need to engage with individuals and groups who do have influence over/within extra-familial contexts, and we recognise that risk assessment of, and intervention with, such sources of influence on our students are a critical part of our safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of our child protection systems in school in recognition of the fact that young people are vulnerable to abuse in a range of social contexts.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to the MASH, from where they are likely to be referred to the PCEHH.

4.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of child abuse, which can happen to boys and girls from any background or community.

“Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males, females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.”

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.

4.7 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.

4.7 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 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.

4.8 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 Mental Health and Wellbeing

All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem. Where there are mental health concerns about a child that

is also a safeguarding concern, immediate action will be taken following the school child protection policy and the senior Mental Health Lead, Jacqui Jennings will be informed.

Our school works to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the Designated Safeguarding Lead (DSL) or Jacqui Jennings will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

4.10 Domestic Abuse

Domestic abuse is defined as *“any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical, sexual; financial and emotional, coercive or controlling behaviour”*

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Our school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass operates in London Borough of Newham and our school will use the information shared to ensure that our children are supported and kept safe.

5. Procedures

5.1 All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead.

5.2 All action is taken in accordance with the following guidance:

- Newham Safeguarding Children Board guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2023)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

5.3 Where a child is suffering or is likely to suffer from harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal, immediately. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school. Less urgent concerns or requests for support will also be referred via the Newham MASH Portal for consideration of Early Help support as appropriate. We will call police to the school directly if the risk is assessed as acute and immediate.

5.4 Practice when Police are called to the school.

Before calling police to the school, the DSL and senior staff will reflect upon the proportionality of this response, being aware of the child's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far. Best practice for staff considering police intervention to be necessary:

- **To consult the DSL and Head Teacher about the reason to involve the police.**
- **To consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO.**
- **This school will prioritise contacting the SSO for advice before asking for other officers to attend.**
- **A child will not be searched on site by police at all, or taken offsite to a police station without an appropriate adult (DSL, DH) being present if their parent cannot accompany them.**

No child / student may be subject to a search by police on school premises. Any such search should be carried out at the police station with an appropriate adult in attendance to the search.

5.5 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-

consideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to access the portal.

If a child resides outside Newham the DSL will be aware of the need to refer to the Multi Agency Safeguarding Hub in their local authority. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

Early Help:

All staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- has a parent/carer in custody

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

When new staff, agency staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputy and how to share concerns with them. **Appendix 2 Early Help pathway in Newham.**

5.6 Looked After Children, Privately Fostered Children and Special Guardianship Orders

Should staff become aware that a child is looked after, privately fostered or under a Special Guardianship Order, the Child Safeguarding Officer (Laura Matthews) and the DSL (Lisle Von Buchenroder) must be

informed immediately. For example, details of these arrangements may become apparent during admission meetings, information shared with the office, parents meetings or comments made by the pupil that they do not live with their parents. (Below are definitions of each term.)

Looked After Children - A child who is in the care of their local authority is known as a looked after child. Looked after children are often cared for by foster carers.

Private Fostering - is when a child is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts, whether of full blood, half blood or marriage/affinity.

Special Guardianship Order - is an order made by the Family Court that places a child or young person to live with someone other than their parent(s) on a long-term basis. The person(s) with whom a child is placed will become the child's Special Guardian.

6. Training

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.

The Designated Safeguarding Lead (DSL) and deputy undertake child protection training appropriate to the role at every two years as a minimum. The Headteacher, all staff members and governors receive appropriate child protection training that is regularly updated. Records of any child protection training undertaken is kept for all staff and governors. The school ensures that the Designated Safeguarding Lead (DSL) and deputy also undertake training in inter-agency working and other matters as appropriate.

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

6.2 All agency staff must complete the safeguarding induction programme before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school. Certificates for Positive Handling training and the date of the last refresher are part of the recruitment process.

7. Professional confidentiality

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 deputy and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. 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.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record, with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then presented to the Designated Safeguarding Lead (DSL) or deputy, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school or educational setting.

Where a child transfers from our school to another school, their child protection records will be transferred electronically via Safeguard software to the new educational setting with notice given to the receiving DSL. If paper files are sent they will be securely sealed and sent via recorded delivery, for the attention of the DSL. 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 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.

Supply staff, whilst not employed by the school are under the supervision, direction and control of the governing body when working in the school. If we receive an allegation about an individual that is not directly employed by the school for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and LADO to manage the process.

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

If an allegation is made or information is received about any member of staff or volunteer who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children,
- behaved in a way that indicates they may not be suitable to work with children

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. 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.

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 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.

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

Any member of staff or volunteer who does not feel confident to raise their concerns within the school should contact the LADO directly. Please refer to section 12 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

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



Appendix 1: Newham Joint Statement on Everyone's Invited
[Joint position statement on Everyone's invited | Newham Connect](#)

Appendix 2 Early Help Offer
http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf

Appendix 3 - Self Referral Counselling Services/Early Help form (Google Docs, Whole School Resources)

Appendix 4 - Safeguard Software Quick Start Sheet

Appendix 5 - Record of Concern Form (for use by visitors, volunteers, etc. without access to Safeguard)

APPENDIX 2 - Self Referral Counselling Services/Early Help form

Posters are around the school and the referral form can be found on Google Docs, Whole School Resources: <https://docs.google.com/forms/d/e/1FAIpQLSf8-ZxY3iOGRFkBZJzl5ke3NrwzTb0OJwsOaMKxXG2rhyaTQg/viewform>



Self-Referral Form

Before you fill this out please think about this questions:

- ✓ Have I tried to solve the problem myself?
- ✓ Can I walk away or let it go?
- ✓ Will this still be a problem tomorrow?

My name is _____

Today's date is _____

My teacher's name is _____

I am in year _____

I need to see: School Counsellor Mrs Clarke

Tick one:

- I want to check-in with you
- I have a small problem I need to talk to you about
- I have a big problem I need your help with

Please put this form in the mailbox outside my room.

Office use only: Date student was seen _____



Self-Referral

**Help and
Advice**

*One to One
Support*

**Space to
Rest and Reflect**

Space to talk

If you feel like you need to talk to someone about any issues or feelings you may be experiencing you can fill out a self-referral form from your classroom and drop it off outside Ms Temi's office on the Middle Floor.



safeguard

To report a safeguarding concern or incident: <https://app.safeguard.software> press login in the top right.

Your username is your school email address and your password will have been emailed to you. If you have forgotten or don't know your password then press "Reset Password" on the login screen.

Once logged in, type the child's first or last name in to the search box and press "Search".