



**Borough Guidelines and**  
**Roman Road**  
**Primary School**

**Safeguarding**  
**Child Protection Policy**

To Governors March 2017  
Review March 2018.  
John Gordon

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## Roman Road Primary School

### CHILD PROTECTION POLICY AND PROCEDURES

**The Safeguarding/CP Policy is equally applicable to all of Roman Road's community stakeholders (staff, parents, visitors, pupils, and personnel working on site). It is equally applicable for Key Stage One, Key Stage Two, Reception, Nursery, and Pre School.**

**Safeguarding incidents could occur anywhere and staff should be alert to possible concerns being raised in school. All staff may raise concerns directly with Children's Social Care Services. Safeguarding concerns about adults should be made directly to the Designated Safeguarding Lead (John Gordon)**

#### Introduction

This policy also takes guidance from the Department of Education 'Keeping Children Safe in Education' 2016 and 'Working Together to Safeguard Children' 2017 which focus on inter-agency connectivity, which states - 'everyone who comes into contact with children and their families has a role to play in the safety of children'. This also links to the Teacher Standards 2012 which state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties..

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures have been adopted by the Newham Local safeguarding Board [www.newhamlscb.org.uk](http://www.newhamlscb.org.uk)

The governors and staff fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm and that everyone in the education service has an objective to keep children and young people safe.

All staff and governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused.

There are five aspects to safeguarding and promoting the welfare of children:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Our policy and procedures provide for all of these aspects of safeguarding

### **Aims of the Child Protection Policy:**

- Provide a safe environment for children and young people to learn.
- Support the child's development in ways that will foster security, confidence and independence.
- Raise the awareness of all staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensure that every member of staff including temporary, supply staff and volunteers including the Governing Body knows the name of the Designated Senior Persons responsible for child protection and their role.
- Ensure that there is a nominated governor for child protection.
- Identify children and young people who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and in school.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police, Social Services and Local Authority and contribute to effective partnerships working between all those providing services for children.
- Ensure that safe recruitment practices are used and that Disclosure and Barring Service (DBS) Criminal Record Bureau (CRB) checks are implemented.
- Ensure that all adults within our school who work with children have been checked as to their suitability.

### **Safer Recruitment and Safe Practise**

#### **Roman Road Recruitment Procedures (see also Roman Road Policy for Safer Recruitment)**

- All interview panels will have at least one persons qualified in safer recruitment practices as set out by the NCSL training.
- The school will obtain an enhanced Criminal Records Bureau (CRB) Disclosure or DBS, which includes a Protection Of Children Act list/List 99 check, in respect of all people who work directly with children or who are likely to have unsupervised access to them.
- The school will allow only people who have undergone an enhanced CRB check or DBS to have unsupervised contact with children on the premises.
- All our volunteers and Governors will have enhanced DBS checks
- The School will keep records to demonstrate that the checks have been done, including the number and date of issue of the enhanced CRB Disclosure or DBS.

- In addition all staff recruited will be required to provide two references, confirmation of ID and qualifications. Staff files will be regularly reviewed to ensure compliance with safer recruitment standards.
- The school must have effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so.
- We require our volunteers to be CRB/DBS checked as we can not always ensure that we can always provide an adequate level of supervision by a suitably checked person.

### **Safer Recruitment and DBS checks in Newham Schools policy - Borough guidance January 2013**

All staff and volunteers working with children will be recruited safely:

#### 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.

#### 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.

#### 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.

#### 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.

### Interviews

We will always conduct a face to face interview even when there is only one candidate.

Our interview panel will always contain at least one member trained in safer recruitment practice.

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.

### 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.

### 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.

### Continuing Professional Development

We will ensure that all staff receive regular training in Child Protection.

### Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

## **Safe Practice**

We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

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.

**With effect from 1 December 2012 the Criminal Records Bureau Service was replaced with the Disclosure & Barring Service and therefore checks are now known as DBS checks (CRB and DBS have the same meaning). Following the Protection of Freedoms Act 2012 a number of changes are required to Newham School policies, for what are now called DBS (Disclosure and barring Services). In January 2013 Roman Road were**

**alerted to the requirements highlighted below and we have updated policies accordingly.**

- School Workforce (teachers and support staff) - staff appointed before 1 March 2002 have been checked against List 99 but not CRB checked.
- All staff, appointed on or after 1 March 2002, who come into regular contact with, or have unsupervised access to children, and who have not had continuity of employment in the school or local authority, that is a break of service longer than three months, have been subject to CRB disclosure and other designated recruitment checks (The School Staffing (England) (Amendment) Regulations 2006)
- In accordance with legislation (12 May 2006), enhanced disclosures have been obtained for all new entrants to Newham and all new appointments to the school workforce, including those who have been out of the workforce for more than three months.
- In line with the Ofsted guidance (September 2012), from February 2013, if a new entrant to Newham provides an original CRB/DBS enhanced certificate and they have continuous service since the date of the check no new DBS check will be required. A copy of the certificate will be held in accordance with the policy for originals and the check number entered on the SCR.
- Overseas staff have undergone the same checks as for all other staff in schools. The head teacher has determined whether further checks have been considered necessary and, if appropriate, recorded these in the appropriate column on the SCR. Overseas staff who have recently arrived should be asked to provide a police check from their country of origin.

### **Volunteers**

- The Protection of Freedoms Act 2012 has removed the requirement to routinely carry out DBS checks on all volunteers, even where they regularly work with children. The Act introduces the concept of supervision of volunteers. Therefore with affect from February 2013, where we can provide an adequate level of supervision by a suitably checked person, for example, a member of the school's staff; it is not required to DBS check the volunteer. However at Roman Road it is policy that all our volunteers are CRB/DBS checked

### **Governors**

- Borough guidance states that Governors do not need to be checked in their own right unless they meet the criteria set out for volunteers above in terms of their contact with children, taking account of the concept of supervision as outlined for volunteers above. All governors are required to sign a declaration of their eligibility. However at Roman Road it is policy for School Governors to be CRB/DBS checked

### **Agency staff**

- Supply teaching agencies are required to ensure they obtain or apply for enhanced disclosures for all supply staff they recruit, before placing them in

a school. Schools must have confirmation in writing from the agency that the correct checks have taken place. The school does not have to see these checks unless there is information contained in the DBS disclosure. The school has entered on the Single Central Record confirmation of relevant checks from the supply agency. The school carries out an identity check to confirm that the individual who arrives at the school is the person whom the agency intends to arrive there. If supply staff are employed directly by the school they are checked in the same way as employees.

### **Building Contractors**

- Children are not allowed in areas where builders are directly working for health and safety reasons so these workers should not have direct contact with children. At February 2013 the definition of Regulated Activity, which enables an application to be submitted for an Enhanced DBS check including a check of the ISA children's barred list, the work of the tradesperson must meet all of the following criteria:
- The work has to be carried out at a school regularly (once a week or more or on four days or more in a single month or overnight);
- The work has to take place regularly on the SAME school premises. For example, a trade person who works in several different schools, but only works in the same school once a fortnight, is not in regulated activity.
- The work has to involve the opportunity for contact with children at the school. If the work is done out of hours when no children are on site, or on a part of the site which is separated from areas where children have access, it is not regulated activity
- So where a school uses a trades/maintenance worker who works (i) regularly and (ii) at the same school and (iii) has opportunity for contact with children, then this would be considered as carrying out a Regulated Activity and require an enhanced check. (Extract from CRB Service Document September 2012)
- Unless these 3 criteria are all met, the school will not require contractors to have enhanced checks.
- The guidance is followed by the Council when tendering for contractors to carry out works on the school buildings and site.
- With all contractors, the school will carry out an identity check to confirm that the individual who arrives at the school is the person whom the contractor intends to arrive there.

### **PFI and Other Contractors**

- PFI contract staff are checked by the contractor and this requirement forms part of PFI contracts. The contractor is responsible for ensuring that the same procedures are followed by any sub-contractors. The contractor provides the LA with a list of its direct employees and those of any sub-contractors at least 20 days before they start work on site.

### **Checks on other Public Sector Staff**

- Individuals such as psychologists, nurses, dentists, centrally employed teachers and other public sector staff will have been checked by their employing organisation, whether local authority, Primary Care Trust or Strategic Health Authority. It is not necessary for schools to see their DBS Certificate as appropriate checks will have been carried out. Schools check identity when an individual arrives. With regard to catering and cleaning staff employed by Newham Catering and Cleaning Services, NCCS obtain and hold details of their CRB clearance and schools will be provided with these on request.

### **Responsibilities- The Designated Senior Persons**

- Every school has a Designated Senior Persons for child protection. At Roman Road it is the Deputy Head, John Gordon. We also have two other Child Protection Officers who are Yasmin Darr Assistant HT and Ms Leisa Adams, the Learning Mentor. Time is very important in child protection procedures. If an issue arises then it may be that Social Care may need to take the child to hospital for a medical examination, or Social Care may need to talk to the child or the parent before the child is allowed to go home in the afternoon. It is the responsibility of all staff to inform the Designated Senior Persons immediately there is an issue. Child Protection Officers will give the issue priority.
- Mr Gordon (in his Absence Miss Darr or Ms Adams ) will talk with the member of staff involved and agree a course of action. This will depend on the nature of the issue, any previous history, and what is known about the child and the family. The course of action could be an immediate referral to CYPS, it could be a talk with parents, or it could be a decision to monitor the situation. The latter may be appropriate where the member of staff begins to suspect that there are concerns involving neglect.

### **The Designated Senior Persons should**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies. The Designated person will decide whether or not to make a referral to Newham's Triage Service. [www.newham.gov.uk](http://www.newham.gov.uk)
- The Designated person will decide whether or not 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
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies
- liaise with Head Teacher (where role not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Ensure that any pupil currently subject of a child protection plan who is absent without explanation for two days or more is referred to CYPS.

### **Record Keeping**

- All incidents of suspicion of child abuse must be recorded. The first priority is to inform the head teacher or learning mentor who will talk to the member

of staff involved. After that the priority is to make a record of the incident. The Child protection Officers will always ask the member of staff to give him/her a written report. If it involves a discussion with a child then the report should outline how the discussion arose, who instigated it, where the discussion took place, at what time it took place, and exactly what was said. It is important that this report is kept as factual as possible. This report should, as far as possible, be completed on the same day. If necessary this may mean a teacher missing part of an after school meeting, or a member of the support staff being excused from the classroom for some time.

- If the teacher suspects that there are issues of neglect then the head teacher or learning mentor will ask the teacher to begin to keep regular observational records
- All records relating to child protection issues will be kept separate from all other records and will be kept in the Learning mentors office. Such records are confidential and will be shared with staff on a need to know basis.

## **Training**

### **Training will be provided in order to ensure that**

- All staff are able to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Appropriate staff have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;
- All staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments;
- All staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Appropriate staff are able to keep detailed accurate secure written records of referrals/concerns;
- Staff have access to resources and attend any relevant or refresher training courses at least every two years.

### **Raising Awareness:**

- ensure the establishments child protection policy is updated and reviewed annually and work with the governing body/proprietor regarding this;
- ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where children leave the establishment ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file. (N.B. this can be done **electronically**). If a child leaves and the new school is not known, the DCSF should be alerted so that these children can be included on the database for lost pupils.

## **Responsibilities of Staff**

## **Injuries**

If a child comes to school with an injury the teacher should always ask how it happened. This should be done as a matter of course. Take time as soon as possible to do it in a quiet, informal way, on a one to one basis in the normal classroom setting. Staff should always ask open ended questions e.g. "How did that happen?" as opposed to, "Who did that to you?" Avoid carrying out an interrogation, and do not ask a child to remove clothing to look at injuries. If the teacher is satisfied with the child's explanation and there are no grounds for concern, then no further action needs to be taken. However a note must be made and passed on to the Designated Senior Persons. If the teacher is concerned about the answer or the child is already subject to a Child Protection Plan then the Designated Senior Persons must be informed immediately. If there is no other adult in the class then a teacher should send a note to the Child Protection Coordinator indicating that there is a child protection issue.

## **Raising Child Protection Concerns**

A child protection incident may arise in several ways.

1. A child may approach a member of staff and make a specific allegation e.g. "My mum hit me with a belt last night", or "I am hungry. Dad gets drunk all the time and we never have any food".
2. The child may say something in another context which may arouse suspicion e.g. while talking generally to a lunchtime supervisor, "I hate it when my dad gets drunk and hits my mum".
3. Staff may observe a general pattern being established over a period of time e.g. continued dirtiness and unkempt appearance, or a history of minor injuries, tearfulness and tummy aches.
4. A child may exhibit inappropriate sexualised behaviour.

## **Disclosures by Children**

If a child approaches a member of staff to make a disclosure then the persons who has been approached should make it a priority.

- Find a quiet area to talk outside the classroom
- Listen to the child but do not pressurise the child for facts which they are unwilling to give
- Ascertain the facts. Ask questions of the What? When? Where? Who? type. Do not ask leading questions or suggest things to the child.
- Tell the child that you will need to tell other people what they said. Do not promise the child that you won't tell anyone else
- Do not ask the child to repeat what they have said to anyone else
- Reassure the child that they have done the right thing in talking to you
- Inform the Designated Senior Persons immediately.
- Make a written record of the disclosure.

A child may not approach a member of staff directly but may say something in another context which may arouse concern. In this situation the staff member should try to follow it up at the earliest opportunity by having a quiet word with the child. This should be very informal and care should be taken not to alarm the child. If the member of staff is still concerned then the Designated Senior Persons should be informed at the earliest opportunity.

## **Supporting Children**

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying CYPS as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

## **Confidentiality**

- We recognise that all matters relating to Child Protection are confidential.
- The Designated Senior Person and other CP officers will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff will be aware that they cannot promise a child to keep secrets.

## **Supporting Looked After Children**

As above with additional points:

- We look to ensure that we close gaps in learning and support Looked After Children who may be falling behind
- We provide social and emotional support often by way of Learning Mentor, Therapists, Councillors and Educational Psychologists
- We use Pupil Premium money in the above ways and we also provide intervention requirements and or additional classes for example in music or art

## **Supporting Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- All staff will have induction and then ongoing training and updates about child protection organised by the Designated Senior Persons.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Persons and to seek further support as appropriate.

## **Allegations against staff**

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher. If the allegation is against the Head teacher it should be passed immediately to the Chair of Governors.

- The Head teacher on all such occasions will discuss the content of the allegation with the Local Area Designated Officer in the Children's Planning and Review Team.
- The school will follow the Local Safeguarding Children Board (LSCB) protocol for managing allegations against staff, a copy of which is posted on the Newham LSCB website.
- We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: [www.newhamlscb.org.uk](http://www.newhamlscb.org.uk)

### 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.

### Allegations by a pupil against another pupil

Where there has been an allegation it will be investigated by the CP officers and or the HT. Statements from all parties concerned will be sought. Parents of all parties will be contacted. Appropriate records will be kept. On conclusion the school will utilise the school Behaviour Policy and appropriate sanctions or consequences will be implemented. If the issues are around bullying, a whole school assembly will be held around these issues. Incidents of bullying will be recorded. Incidents of racism will be recorded and details sent to the Newham Borough.

### Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- (1) 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
- (2) 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
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- (4) 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.
- (5) We will always report to the Attendance Management Service the 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.

### E-Safety / Acceptable Use

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 e-

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. 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 IT equipment. See also Acceptable Use Policy and Acceptable Use Agreement which all staff read and sign at the start of each school year.

### **Review 'item' Our school policy is that no mobile devices can be brought into school without HT approval**

#### **Whistleblowing**

- Staff have the right to raise any child protection matter through the school's whistleblowing policy.

#### **Parental Complaints**

Our complaints procedure is set out in our Prospectus. It reads –

#### **Parental Complaints**

We hope that the school can resolve any complaints that parents may have. In the first instance complaints should normally be made to the Head Teacher, and in most cases we can find that complaints are dealt with successfully at this informal level. However there are two formal routes that you can take if you wish to take the matter further.

#### **Curriculum complaints**

You have particular rights in making complaints about:

- Curriculum provision, including RE and collective worship
- The implementation of the National Curriculum
- The availability of external qualifications
- Exemptions from the National Curriculum
- The operation of charging policies

The complaint must first go to the school, through the Head Teacher.

If the complaint cannot be resolved it may be necessary to forward it to the Governing Body, through the principal Officer for Governing Bodies Administration, Roman Road Governing Body will then consider the complaint.

If the complaint is not resolved by the Governing Body it may then be transferred to Newham Local Education Authority, where it will be considered by Councillors. If that fails, the complaint can be referred to the Secretary of State.

Note that this procedure does not apply to complaints on matters like pupil discipline or individual teachers.

#### **Physical Intervention/ Restraint**

- There may be occasions where a member of staff has to use physical intervention/ restraint in order to prevent a pupil from harming themselves or others.

- Our policy on physical intervention/ restraint by staff is set out in a separate policy and acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another persons. Additional individual guidelines relate to members of staff who have had an injury and are under a Risk Assessment.
- Key staff have received training in restraining and handling confrontational pupils.
- We understand that physical intervention which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.

### **Bullying and Behaviour policy**

These are set out in separate policies. It is acknowledged that if staff allow or condone bullying, such conduct may be considered under child protection procedures.

### **Discrimination on the grounds of race or religion**

The Public Sector Duty Statement sets out and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **Maintain a Safe Environment**

- We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- The school community will therefore:
  - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
  - Similarly all staff and volunteers are clear about their roles and responsibilities and confident to deal with any concerns that may arise.

### **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **Children subject to a child protection plan**

- The school needs to be aware of all children who are subject to a child protection plan.

- The Designated Senior Officer is responsible for ensuring that a school representative attends and provides a report for all child protection conferences
- The Designated Senior Officer should liaise with other agencies which support the pupil such as CYPS, Mental Health Service., Education Welfares Service and Educational Psychology Service.
- The Designated Senior Officer should ensure that where a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed

### **Categories of Child Abuse**

Abuse is categorised under four headings: physical abuse, neglect, emotional abuse, and sexual abuse. There are many signs which may indicate that a child is being abused. For example, overt and inappropriate sexual behaviour may be a specific sign that the child is being exposed to sexual abuse. However, a withdrawn and unhappy looking child could possibly be suffering from any of the four categories of abuse, but it may not be obvious as to what is the cause of the unhappiness. Staff should always be aware of children who show:

- Uncharacteristic aggression or temper tantrums
- An inability to make friends or relate to other children of the same age group.
- Bursts of tearfulness
- Frequent complaints of tummy aches and headaches.
- An air of depression.

### **Physical Abuse**

Physical abuse is where there is an injury to a child and there is either definite knowledge or a reasonable suspicion that the injury was not accidental. This suspicion may arise when the nature of the injury is not consistent with the explanation given by the child or the parent. Signs of physical abuse could include:

- Obvious major injuries such as fractures, black eyes, cuts, and burns.
- Frequent "minor" injuries such as bruising, swelling, and redness, which may be evident in P.E.
- A child walking stiffly or holding themselves in an awkward way which might indicate an injury hidden beneath their clothing
- An unwillingness to change for P.E.
- Flinching at sudden movements
- An air of watchfulness and fear

### **Neglect**

Neglect is the persistent or severe neglect of a child which results in serious impairment of the child's health or development. It includes allowing the child to be exposed to dangerous situations. Signs of neglect could include:

- Constant hunger
- Thin or weak looking physique
- Untreated medical problems
- Poor personal hygiene and a dirty, unkempt appearance
- Lack of warm clothes in cold weather
- Constant tiredness
- A young child who comes to school and goes home unaccompanied

- A child who is left in the home without adult supervision
- A child who clings to adults and seeks affection

### **Emotional Abuse**

Emotional abuse is the persistent and severe emotional rejection or ill treatment of the child. It also includes situations where the child is witnessing domestic violence within the home. It is probably the most difficult type of abuse to recognise. The signs are behavioural rather than physical. Emotional abuse may often indicate the presence of other kinds of abuse.

Signs of emotional abuse could include:

- Withdrawal and an air of detachment
- Depression
- Poor self esteem and lack of confidence
- A loss of appetite
- Self harm \*

### **Sexual Abuse**

Sexual abuse is the involvement of children in sexual activities which they do not comprehend and to which they are unable to give informed consent. Signs of sexual abuse could include:

- Child complaining of soreness / itching in the genital area
- Difficulty in walking or sitting
- Overt sexual behaviour or playing of a sexual nature
- Sexualised drawings
- Frequent soiling or wetting
- Self harm\*

\* Referring to information from Child Line Website - Self harm is defined as when people set out to harm themselves deliberately, sometimes in a hidden way. This can manifest in many ways including cutting, burning, bruising and poisoning. It is often linked to abuse, neglect, sexual abuse, low self esteem, bullying and in common with this; anger and frustration about things going on in their lives.

Recent concerns centre around:

- a. Child Sexual Exploitation (CSE) which can be defined as an imbalance of power in a relationship. It is where the perpetrator holds a power over the victim.
- b. Female Genital Mutilation (FGM) where there is a possibility or actuality that a female has been subject to or is at risk of FGM.

## **Guidance for Female Genital Mutilation (FGM) and Child Sex Exploitation**

**What is Female Genital Mutilation (FGM)?**

Female genital mutilation (FGM) is a crime in this country. It is also a crime to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

You could be sentenced to 14 years in prison for mutilating a woman or child in this way or for helping someone to do it.

FGM is any procedure that is meant to change or injure a girl's or woman's genital organs for non-medical reasons. It is sometimes called 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls.

FGM procedures can cause:

- severe bleeding
- infections
- problems with giving birth later in life - including the death of the baby.

Find out [more about FGM from Forward](#).

## **Preventing FGM**

### **If you think a girl or woman is at risk of FGM**

If you think a girl or young woman is at risk of FGM, you should [tell us immediately using our online form](#) or phone us on 020 3373 4600.

If the child or young woman is at immediate risk call the police on 999.

If the girl or woman has already been taken abroad, you should phone the [Foreign and Commonwealth Office](#) on 020 7008 1500.

### **If you think you may be at risk of FGM**

#### **Under 18s**

If you under 18 and think you may at risk of FGM, you should phone our Children's Rights Service on 0800 01542 443.

#### **Over 18s**

If you are 18 or over, you can get advice and support from the [Newham FGM Prevention Service website](#) or by calling 0845 451 2547 (lines are open 24 hours a day).

## **Advice and support**

If you are over 18 and a survivor of FGM, you can contact the [Newham FGM Prevention Service](#) for one-to-one support.

If you would like to learn more about safeguarding girls or women from FGM, the service also offers safeguarding training and community workshops.

The Newham FGM Prevention Service is part of the Newham One Stop Shop, which offers help and support to victims of domestic and sexual violence.

## **Guidance for CSE Child Sexual Exploitation**

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

### **Young people who are being sexually exploited may:**

be involved in abusive relationships, intimidated and fearful of certain people or situations

hang out with groups of older people, or antisocial groups, or with other vulnerable peers

associate with other young people involved in sexual exploitation

get involved in gangs, gang fights, gang membership

have older boyfriends or girlfriends

spend time at places of concern, such as hotels or known brothels

not know where they are, because they have been moved around the country

go missing from home, care or education.

**Child sexual exploitation is child abuse.** If you suspect that a young person is a victim or is at risk of child sexual exploitation you must get professional help.

If you think a child is in immediate danger don't delay - call the police on 999, or call us on 0808 800 5000 straight away. If you're worried about a child, but unsure contact the NSPCC helpline to speak to one of our trained counsellors - call us on 0808 800 5000.

## **DFE guidance for protection against the risk of radicalisation and extremism – Known as ‘Prevent Duty’**

### **Introduction**

From 1 July 2015 all schools are subject to a statutory 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”. This duty is known as the Prevent duty.

It is intended to help schools think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools will already be taking to protect children from this risk.

### **The Prevent duty: what it means for schools**

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Schools can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

“Extremism” is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations. The Prevent duty is entirely consistent with schools’ and childcare providers’ existing responsibilities and should not be burdensome. Ofsted’s revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils’ welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on GOV.UK.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

### **Risk assessment**

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk they must take action when they observe behaviour of concern. Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available. An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

### **Working in partnership**

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support. Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

## **Staff training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

## **IT policies**

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

## **Building children's resilience to radicalisation**

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available. Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available.

### **What to do if you have a concern**

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or **dial 101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a **telephone helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to **counter.extremism@education.gsi.gov.uk**. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

**Tackling and confronting hate, extremism and radicalization is a safeguarding issue and is every ones responsibility.**

### **Useful contacts**

**G. Hussain (Newham) 0203 373 1208 ([g.hussain@nnewham.gov.uk](mailto:g.hussain@nnewham.gov.uk))**

**Anti-Terrorist Hotline 0800 789 321**

**See: Roman Road Prevent Risk Assessment / Action Plan July 2017**

### **Inclusion Statement**

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- taking the individual needs of children into account using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

## **MONITORING AND REVIEWING OUR POLICY AND PRACTICE**

Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the headteacher and governors any weaknesses or deficiencies.

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

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 child protection 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 pupils 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 who are, or have been, subject to a Child Protection Plan

**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.**

**Our Policy will be reviewed annually with Governors.**

**This policy was agreed by the Governing Body on March 2017:**

**This Policy will be reviewed on: March 2018**

**Signature of Chair of Governors-----**

## APPENNDIX 1

### Situations where there should be a referral to Newham Triage team

- 1. When it is suspected a child has suffered or is at risk of suffering significant harm either because disclosures or allegations have been made or from the presenting evidence. (Section 47)**
  - Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
  - Emotional abuse – when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence or persistent serious verbal threats.
  - Sexual abuse – forcing or enticing a child to take part in sexual activities including both contact and non contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
  - Neglect – the persistent failure to meet a child’s basic physical and psychological needs which could cause significant harm to their health & development.
  
- 2. When there is a concern that a parent or carer poses a risk to children, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour-based violence or forced marriage (Section 47)**
  - Children living in contact with adults with former schedule 1 offences or known to MAPPA /MARAC processes
  - Children/unborn babies of parents who have previously had children removed or with issues such as substance misuse, mental health problems or disabilities which could place children at risk of significant harm.
  - Children whose parents suffer from mental health problems where the child is the subject of parental delusions – even if the parent is not living with the child.
  
- 3. When a child is abandoned, home alone, lost or no-one has parental responsibility. (section 17 or 47)**
  - This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental ill health from caring for them.
  
- 4. When a child or young persons is at risk of imminent family breakdown or breakdown has already occurred. (section 17 or 47)**
  - Children whose parents are experiencing a crisis or domestic violence dispute and are temporarily incapable of caring for them. When the parents’ drug and alcohol misuse, learning difficulties, physical and/or mental health are preventing them from caring for their children.
  - Young people who are in crisis with their parents and who require professional intervention to prevent family breakdown.
  
- 5. When a child has a disability, serious or terminal illness. (Section 17)**
  - Including where a child has been in hospital for 3 months or more

- Where a child may need a package of services to support living at home
- 6. When a child may be privately fostered. (Section 17)**
  - Children who are looked after by someone other than a parent, step-parent, grandparent, aunt, uncle or sibling
- 7. When there is a suspicion that a child may be a 'child in need' which means they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services. (Section 17)**
  - Children of disabled parents entitled to carers assessment
  - Children who are suspected of being trafficked
- 8. Young people remanded into Care because of criminal activity**

nb

If the school is in any doubt about whether they should refer a pupil to Social Care, they can contact Triage services and seek advice.