



Safeguarding Policy
Designated Safeguarding Leads: Samuel Stone, Leisa Adams

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Introduction and Aims of the Policy

The Safeguarding 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)

This policy also takes guidance from the Department of Education 'Keeping Children Safe in Education' 2021 which states 'safeguarding is everyone's responsibility'. This also links to the Teacher Standards which all teachers have to meet. Teacher Standards 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

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.

Statutory framework

The Education Act 2002 Section 175, (*Section 157 for Independent schools*) 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.

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

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

London child protection procedures <http://www.londoncp.co.uk/>

Keeping Children Safe in Education 2023

Schools; Covid- 19 Operational Guidance (DfE 27 August 2021)

Working Together to Safeguard Children (HMG, 2018)

Education Act 2002

Domestic Abuse Act 2021

Counter-Terrorism and Security Act (HMG, 2015)

The Prevent duty Departmental advice for schools and childcare providers (DfE 2015)
Prevent Duty Guidance for Further Education Establishments in England and Wales (HMG 2015)
Serious Crime Act 2015 (Home Office, 2015)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
General Data Protection Regulations 2018 (GDPR)
What to do if you're worried a child is being abused (HMG, 2015)
Searching, screening and confiscation (DfE, 2018)
Children Act 1989
Children Act 2004
Children and Social Work Act 2017
Modern Slavery Act 2015
The Homelessness Reduction Act 2017
Preventing and Tackling Bullying (DfE, 2017),
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)
Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
Advice on Whistleblowing in Maintained Schools (DfE 2014)
<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>
Voyeurism (Offences) Act 2019
<https://contextualsafeguarding.org.uk/>

The Governing Body responsibilities

The Governing body ensure 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 Governors' vision and values.

The Governing body ensure that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all Governors' meetings. The policy is reviewed at least annually.

The Governing body ensure 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 ensure that there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) 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 2021. The link governor/trustee 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 Governors on issues arising from their role which impact on the school.

The Safeguarding governor 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 ensure 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 ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The Governing body also ensure that all staff have the knowledge, skills and understanding of children who have an allocated social worker. It recognises their additional vulnerabilities along 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 ensure that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems for working online in school are in place. This includes children that are accessing on-line learning 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 robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

Safer Recruitment, DBS checks, Single Central Records, and Safer Practise

Please see Safer Recruitment Policy. This policy is Reviewed and subject to ongoing change. Policy on website

Responsibilities of Staff and Designated Senior Persons

- Every school has a Designated Senior Persons for child protection. At Roman Road it is the Deputy Head, Samuel Stone. We have also a deputy designated safeguarding Lead- Leisa Adams. In addition to this we have trained an additional member of staff- Sapna Mahmood- as a designated safeguarding lead. 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 Stone (in his absence Mrs Mahmood 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.
- 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.

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. We respond where we suspect sexual abuse or sexual harassment, or where a child is exhibiting 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
- Devise a programme for Early Help where required and signpost parents to agencies for support
- 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
- See LAC Policy

Record Keeping

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. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 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 on safeguard software noting what was said or seen, using a body map to record if appropriate, 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 child's date of birth, or until they transfer to another school or educational setting. We acknowledge the guidance for transferring records as below.

Where a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded or transferred electronically through safeguard software to the new educational setting with notice given to the receiving DSL. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) who will need to provide a receipt, which is recommended to be an email. If paper files are sent they will be securely sealed and sent, under arrangements for immediate return if delivery to the receiving school's DSL/Head Teacher is not possible. A receipt is expected.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. (Keeping Children Safe in Education 2023)

Transferring settings do not need to keep copies of child protection files, but if they do, they must be kept in accordance with data retention (and for the shortest practical time). In CP cases where there may be ongoing involvement from transferring settings, for example if any siblings still attend your setting, DSLs may wish to take copies of chronologies. Electronic systems may have an option to link this information. If a child who is subject of a child protection plan leaves your setting and you are unaware of the name of the child's new education placement, you should contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.

(Newham LA Safeguarding)

Where a child joins our school, we will request all child protection records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Education Safeguarding Officer.

Safeguarding Training

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. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training is kept.

Through training:

- All staff are able to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- All staff has access to and understands the school's Safeguarding 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.

Supporting children's wellbeing and mental health

Keeping Children Safe in Education guidance, identifies a safeguarding concern where circumstances may be "preventing impairment of children's mental and physical health or development"

- Staff at Roman Road are aware that 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.
- We only allow trained professionals to make a diagnosis of a mental health problem. Staff however are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
- We have a school councillor who works with children that may have mental health or wellbeing concerns linked to child protection
- We recognise that abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff understand that we must take action on any mental health concerns that are also safeguarding concerns, following our school's child protection policy and speaking to the designated safeguarding lead (DSL) or deputy

- Government guidance is available on preventing and tackling bullying and mental health and behaviour, as well as Public Health England guidance on promoting children's emotional health and wellbeing and national rollout of the Link Programme.

See Wellbeing policies

Supporting Staff wellbeing and mental health

- 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.
- We have staff trained in supporting with bereavement
- We can make referrals to Occupational Health
- We support staff by providing an opportunity to talk through their anxieties with the Designated Senior Persons and to seek further support as appropriate.
- School take the Well-being and mental health of staff very seriously. At difficult and challenging times the HT has made the school Councillor available to staff (such as during COVID 19)
- Our SENCO and deputy SENCO support teachers with mental health or wellbeing concerns, alongside the HT and other members of Leadership.
- Our Phase Leaders have received training in supporting Wellbeing and mental health
- We are part of the PAM Assistance Programme

See Wellbeing Policies

Allegations against staff

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 Code of Conduct policy. 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 cppt.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; or
- 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. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event the Chair of Governors/Trustees is not contactable the same day, the information must be passed to the Vice Chair. The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

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

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 the HR department.

- 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.

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 and Children Missing in Education

see Attendance Policy. This policy is Reviewed and subject to ongoing change. Policy on website

Staff and Pupils Use of Technologies

See

Acceptable use of technologies policy and agreement
ICT Policy
Anticyber-bullying Policy

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

- Staff have the right to raise any child protection matter through the school's whistleblowing policy –see See policy on Website.

Complaints

see Complaints Policy

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.
- Selected/Key staff have received training in Positive Handling.
- 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.

Maintaining 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

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.

We can 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.

Newham PCEHH – Preventing Child Exploitation and Harm Hub

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PCEHH helps to identify and engage with children and young people who may be potentially at risk from any form of exploitation by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

It is well documented that focusing on prevention, early identification and intervention helps disrupt activity that might increase the probability of children and young people being exploited. Where there are low or emerging risks of child exploitation with no safeguarding concerns but heightened vulnerabilities, the child or young person is referred to the PCEHH for a multiagency discussion to agree a co-ordinated package of support for the whole family. Involving all family members can be a key determinant in supporting children and young people to remain safe and achieve good outcomes.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to children and young people from any background or community. This power imbalance can also be due to a range of factors including age, 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 child 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, groups, males or females and children or adults. 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 enforcement or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

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 grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Newham pathways or a direct referral using the National Referral mechanism for human trafficking.

Serious violence and crime that may be linked to Sexual abuse

There are a number of indicators, which may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

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

Sexual violence and sexual harassment between children in school

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff understand the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of

this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²² It may include:

non-consensual sharing of sexual images and videos;
sexualised online bullying;
unwanted sexual comments and messages, including, on social media; and
sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) 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 is a form of child abuse.

The Serious Crime Act 2015 (Home Office, 2015) places 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 female genital mutilation in line with the London Child Protection Procedures. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Connect.

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.

If staff think a girl is at risk of FGM they must alert the DSL or deputy immediately. DSL to seek advice through TRIAGE

There is helpline on 020 3373 4600.

If there is immediate risk we will call the police on 999.

If the child has already been taken abroad and we are concerned we may call the [Foreign and Commonwealth Office](#) on 020 7008 1500.

Forced marriage

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

Prevention of radicalisation and 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.

Children can be vulnerable to extremist ideology and radicalisation. 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 to radicalisation and being drawn into terrorism. All staff 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.

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.

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.

At school we are 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.

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. Staff receive PREVENT training and know to contact the DSL or deputy if they have concerns.

IT policy and PREVENT audit

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. This school has suitable filtering in place.

We equip children and young people to stay safe online, both in school and outside. Internet safety is integral to our ICT policy and Acceptable Use of Technologies policy. It is embedded in British Values, PSHE and SRE.

Building children's resilience to radicalisation

We 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. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

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.

What to do if you have a concern

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. DSL may contact Newham PREVENT team for advice or support.

We may also contact 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)

Anti-Terrorist Hotline 0800 789 321

See: Roman Road Prevent Risk Assessment / Action Plan July 2021

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 is 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.

In the event that a child is interviewed on site by police, the DSL will act in loco parentis at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, *subject to the safeguarding guidelines below*. A suitably trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed. Appropriate Adult | Youth Justice Legal Centre (yjlc.uk); DRAFT GUIDE FOR (publishing.service.gov.uk) (role and responsibilities of an Appropriate Adult).

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 AA in attendance to the search.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the MASH or the

Police in making decisions about when it is appropriate to share information with parents or carers.

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. Any indications need to be reported to DSL. DSL may refer to TRIAGE but will insist that pupil is taken to Doctor to discuss and school will require evidence that the child has been taken to their GP.

Child on Child Abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. Staff are aware that children can abuse other children. It can happen both inside and outside of school and online. Staff can recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Staff understand, that even if there are no reports or disclosures it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

Staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence,⁸ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,⁹ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff are clear as to the school's policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Domestic Abuse

A definition domestic abuse can be an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. Domestic abuse can be psychological, physical, sexual, financial or emotional. It can impact on children through seeing, hearing or experiencing the effect of domestic abuse and/or experiencing it through their own intimate relationships. We pay due diligence to reports, suggestions or suspicion of domestic abuse and act swiftly in relation to this. Sources of information may come from children, parents, friends and neighbours or professional agencies. We seek support and guidance when tackling incidents of domestic abuse,

If in immediate danger from domestic abuse call 999 and ask for the police. If you can't speak and are calling on a mobile press 55 to have your call transferred to the police.

Equalities - Inclusion Statement and the Nine Protected Characteristics

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.
- All policies have an Inclusion statement

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. The Governments Equality Act 2020 (and nine protected characteristics) is acknowledged and is reflected across the curriculum and in our RSHE Policy and SOW

Equality Legislation

The Equality Act 2010 states that schools must not lawfully discriminate against pupils with protected characteristics. We must consider how we are supporting pupils with protected characteristics. Where applicable we will take positive action, where proportionate, to deal with the disadvantages pupils may face. We have provision for children to talk about concerns. Each class has a worry box. Our PSHE curriculum allows for transparency, discussion and learning about the importance of promoting and understanding equality.

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 is 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

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**

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.

APPENDIX 2

Roman Road Guidelines and Measures for school lockdown

Context

In response to coronavirus (COVID-19) most children are no longer in a school setting and staff numbers have been affected by the outbreak. Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response. This Annex to our Safeguarding policy sets out details of our safeguarding arrangements.

Maintaining existing Safeguarding practise

During lockdowns the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.
- We are safeguarding all members of the school community against COVID 19 by following robustly the Government's advice and guidelines.
- We have a record of which staff are on site daily
- Staff on duty know the names of any vulnerable children that are due in school. If any vulnerable children are due in, but do not attend, we will attempt to contact the family immediately. If contact cannot be made, the DSL or a deputy DSL will be informed. The DSL or a deputy will attempt to contact the parents. If contact cannot be made, we will contact the family social worker.
- IT staff, notably our IT lead, is available by email or phone and can action via remote desktop. We also have the school reception fully manned.

Communications with parents

- We have placed information on our weekly letter home to help parents, staff and children know how to raise safeguarding concerns or raise any mental health concerns. They have been requested to contact school and ask for the designated lead or any of the safeguarding team. We are also signposting support available such as Child Line/Samaritans

- Should there be a family bereavement the HT or DHT would call to offer condolences and signpost support if requested
- We are sending general updates to all parents weekly via PING
- Safeguarding information is sent out to parents alongside on line learning correspondence.

All staff working at school are to follow the school's usual safeguarding reporting procedures. They are to report CP concerns directly and promptly to the designated lead or deputy as and when concerns arise (by phone/email). In all cases this is in line with the current Safeguarding Policy.

Our procedures and policies remain the same for areas such as health and safety, SEN, bullying, peer on peer abuse and online safety at school. Any issues or concerns regarding the above will dealt with by the relevant school lead.

Staff training and induction

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education.

No new staff or volunteers will be permitted to attend or work in school during Covid 19 period. Parents will not be permitted to assist in school.

In the case of new children joining school

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children, we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. If applicable we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). Ideally, this will happen before a child arrives, but where that is not possible, it will happen as soon as reasonably practicable.

Any exchanges of information will happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators ie for pupils with SEN / EHC plans. We have means of record sharing and transfer through remote desktop.

Roles, responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our current Child Protection Policy and structure.

Whilst the school is open, staffing is on a rota basis. On any given day the most senior teacher on duty is responsible for contacting the designated lead or other members of the Safeguarding team if and when concerns arise.

If possible, a member of our safeguarding or leadership team will be available on site during the school day. Where this is not possible, we will:

- have a designated or deputy SL available by phone, email and/or skype
- all staff have access to contact the school Head Teacher
- The safeguarding lead and deputy are aware of the pressures on Newham Social care and are aware of adaptations. They know how to make referrals to the MASH team
- The Safeguarding Team and LAC coordinator are maintaining all scheduled and ongoing CP/CIN/LAC meetings by telephone conference or skype
- The Safeguarding Team and LAC coordinator have immediate access to all CP computerised files via remote desktop
- The Safeguarding lead/DHT communicates with the Head Teacher on a daily basis.
- All staff have been given the DSL and deputies mobile numbers and both have been given an additional work mobile by the school
- The leads for Child Protection and Looked After Children are phoning identified vulnerable families/children weekly. This is to both ensure that the children are safe /not at risks and to support parents if needed.

Allegations

During lockdowns any allegations will be investigated following usual school procedures. Allegations will be investigated by the DHT or AHTs in the first instance. If the school require LADO support, this will be managed by the HT or the DHT.

Communications and updates

All staff and school Governors have received the Safeguarding updated policy by email and have been asked to confirm they have read the policy.

APPENDIX 3: 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

Reviewing Safeguarding Policy

This policy will be reviewed by our DSL (or deputy), who, along with the HT, is responsible for ensuring that this policy is adhered to on a weekly basis as circumstances continue to evolve or following updated advice or guidance. The policy is available on the school website.

Designated Safeguarding Lead
Samuel Stone
May 2024

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: May 2024

Next review May 2025

Signature of Chair of Governors-----