



St Luke's Church of England Voluntary Aided (CEVA)

Primary School

SAFEGUARDING, CHILD PROTECTION POLICY & EARLY HELP POLICY

Date approved: Oct. 2019

Review Frequency: Annually & updated

Date next review due: Autumn 2021

Scope of Policy: This policy applies to all Governors, staff, pupils and volunteers at St Luke's CEVA Primary School

INTERNAL KEY STAFF:

Designated Safeguarding Lead – Matt Hipperson HT

Designated Safeguarding Deputy-Fiona Norcross DH

Family Support Officer – Debbie Phillip

Vulnerable Children Lead - Fiona Norcross & Learning Mentor – Sarah Martin

After School Clubs Lead – Sarah Martin

Nominated Safeguarding Governor – Sarah Aggrey Daniels LAC Link Gov.- Margaret Wright

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EXTERNAL AGENCIES:

LADO:

Nick Pratt - : **0203 3733803**

Child Protection Advisor (LADO) 0203 373 4600

Out of Hours Emergency Duty Team – 0208 430 2000

LBN Safeguarding Lead for Education: Fatmir Deda 02033734535 (9-5pm) 0208 430 2000 (@ other times)

LBN Safeguarding Children Board: 0203 373 4600 (9-5) Out of hours – 0208 430 2000 – Nancy Kelley

Canning Town **Safer Neighbourhood Team –: 0208 721 20138** Carly.white@met.police.uk

Early Help Partnership Team (South) - Rehema Essop - Partnership Coord. 0203 3734672 – Rehema.Essop@newham.gov.uk

Amber Robinson South Partnership practitioner 0203 3731225 – Amber.Robinson@newham.gov.uk

Children’s Triage Early Help practitioner – Neelam Pankhania 0203 3730878 – Neelam.Pankhania@newham.gov.uk

Triage Childrens Services 0203 373 4600

Emergency Duty Team (out of hours) 0208 430 2000

NSPCC Child Protection Helpline 0800 800 500

Childline 0800 1111

Families First South – Fran Craven 0203 373 0257

1. INTRODUCTION

The action we take to promote the welfare of children and protect them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding children. This means that staff should consider at all times what is in the best interests of the child. The Children's Act 1989 defines a child as being up to the age of 18 years old. It also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to signs of abuse and neglect and follow our procedures to ensure children receive effective support, protection and justice. The procedures in this policy apply to all staff, volunteers and governors.

This policy is one of a series of the schools integrated safeguarding portfolio and is available on the school website and is referred to in the staff handbook. This policy has been developed to ensure that all adults in St. Luke's CEVA England Primary School are working together to safeguard and promote the welfare of pupils.

Staff at St.luke's are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and staff members should always act in the best interests of the child.

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All staff should be able to identify children who may benefit from early help.
- All children will be treated equally and have equal right to protection , regardless of age, gender, ability, culture, race ,language , religion or sexual identity
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- All pupils and staff involved in child protection issues will receive appropriate support, including how to work in partnership

- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment (**see Appendix 1**)
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

This policy has been developed in accordance with the principles established by the Children’s Act 1989 and 2004; the Education Act 2002 and in line with government publications.

- Working Together to Safeguard Children (A guide to inter-agency working) Feb 2019
- Keeping Children Safe in Education September 2020
- ‘What To Do If You’re Worried A Child Is Being Abused’ (advice for practitioners) March 2015
- Safeguarding Disabled Children Practice Guidance July 2009

This policy also adheres to guidance and procedures contained in:

- The London Child Protection Procedures, London Safeguarding Children Board 6 th Edition 2020
- Policies and Procedures of the Newham Safeguarding Children Board

A copy of this policy and ‘What to Do If You’re Worried A Child Is Being Abused’ March 2015 and ‘Keeping Children Safe in Education September 2020’ is available for all staff to read on the school website. School staff should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of ‘Keeping Children Safe in Education September 2020’. This policy is available to all parents either in hard copy from the office or from our website.

This policy describes the management systems , and arrangements in place to create and maintain a safe learning environment for all St. Luke's CEVA England Primary School pupils and staff and to ensure consistent good practice. It identifies actions that should be taken to address any concerns about pupil welfare. The policy provides staff with the necessary information to enable them to meet their child protection responsibility's which are also set out in the Internal reporting procedures dated September 2019 as shown in [flowchart on page 28 of this policy](#).

The Designated Safeguarding Lead (DSL) or, in their absence, the member of staff deputising for them, has the ultimate responsibility for safeguarding and promoting the welfare of pupils.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of St. Luke's CEVA Primary School.

The Governing Body's responsibility for safeguarding the welfare of children goes beyond pure child protection. This policy therefore complements and supports a range of other policies, procedures and curriculum initiatives including:

- Acceptable Use and e safety
- Anti-bullying
- Attendance
- Behaviour
- Code of Professional Ethics
- Complaints procedure
- Equal Opportunities
- First Aid and the Administration of Medicines
- Health and Safety
- Prevent Duty
- Physical Restraint
- Safer Recruitment
- Sex & Relationships
- Single Central Record

- Single Equality Policy
- Special Educational Needs
- Visitor's Policy
- Whistle Blowing

All new members of staff will be given a copy of this policy together with a copy of the schools internal reporting procedures to be followed.

2. SCHOOL COMMITMENT AND AIMS

In accordance with 'Working Together to Safeguard Children' the school will ensure that appropriate procedures are in place for responding to situations in which they believe that a child has been abused or is at risk of abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Abuse is when a child is hurt or harmed by another person in a way that causes significant harm to that child and which may well have an effect on the child's development or wellbeing.

Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development.

At St. Luke's CEVA Primary School we are committed to:

- maintaining children's welfare as a paramount concern;
- providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- providing suitable support and guidance so that pupils know how to approach adults if they are in difficulties or worried;
- including opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse;

- raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, through annual training & induction procedures
- ensuring all staff are able to recognise and are alert to signs of abuse;
- ensuring all staff know to whom they should report any concerns or suspicions;
- ensuring there is an effective structured internal reporting procedure in place to be followed by all members of the school community in cases of suspected abuse
- providing a systematic means of monitoring children who have been identified as “in need” or at risk of harm;
- keeping confidential records, which are stored securely and shared appropriately with other professionals;
- ensuring procedures are in place for dealing with allegations of abuse against members of staff and volunteers;
- establishing effective joint working relationships with all other agencies, involved in safeguarding children and that the school contributes effectively to assessments of need and support plans;
- operating safe recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils
- ensuring that all adults (including other community users of our facilities) have been checked as to their suitability;
- working with parents to build an understanding of the school’s duty to safeguard and promote the welfare of all children, including the necessity for child protection policies and procedure, information sharing and work in partnership with other agencies.

3. ETHOS

St. Luke’s CEVA Primary School aims to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of pupils and staff.

The Continuum of Needs and Response, Education Health and Care Plans (EHC) and the Early Help partnership is embedded into everyday practice and procedures when responding to pupils’ needs. The pupils have access to appropriate curriculum opportunities, including around emotional

health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

4. THE CURRICULUM

All pupils have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Pupils are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

Personal Social and Health Education, Citizenship and Religious Education lessons will provide opportunities for pupils to address a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. This curriculum supports children's personal development and will help to develop their fear about keeping others safe.

All pupils know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

5. ATTENDANCE AND EXCLUSIONS

In accordance with the St. Luke's CEVA Primary School Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of pupils in its care.

Looked After Children (LAC) and Children on the child protection register are considered at high risk and vulnerable and therefore if a child is absent from school the Head of Safeguarding / Safeguarding Team will be notified immediately. Contact Group who are employed to carry out daily welfare checks on children, telephone daily to check children are in school.

The Attendance Policy identifies how individual cases are managed and how the school works proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a review of the pupil's Education Health and Care Plan (EHC), or an Early Help Record.

St. Luke's CEVA Primary School implements the statutory requirements in terms of monitoring and reporting pupils missing education and off-rolling and understands how important this practice is in safeguarding pupils.

Young people who require access to alternative provision will have a personalised learning or behaviour support plan designed to meet their needs. Their attendance and progress will be monitored by St Luke's staff.

When an exclusion is being considered the safeguarding lead will be informed as well as staff from the Inclusion team so that any safeguarding issues can be taken into account prior to the exclusion.

Where it is felt that a child or young person is likely to be excluded a review of the pupil's Education Health and Care Plan (EHC) will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

6. CHILDREN MISSING EDUCATION

Statutory guidance 'Children Missing Education September 2016' states key principles to enable local authorities to identify as far as possible children missing education (CME) and to get them back into education. St Luke's School will ensure that attendance is monitored through the daily register and liaise with the local authority designated attendance officer. Under section 175 of the Education Act 2002 schools should investigate any unexplained absences. Attendance, absence and exclusions are closely monitored. A child missing from education is a potential indicator of abuse and neglect, including sexual abuse and child sexual exploitation. The designated lead will monitor unauthorised absences and take appropriate action including notifying the local authority. Staff must be alert to signs of children at risk travelling to conflict zones, FGM and forced marriage. Where this is suspected the school will follow child protection procedures, however if a child is in immediate danger a referral will be made to children's services and to the police if appropriate.

The school will not take a child off role without knowing where their next educational provision will be. Children "educated at home" will be referred to the local authority team who deal with this.

7. KEEPING RECORDS

St. Luke's CEVA Primary School will keep and maintain up to date information on pupils on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life. In addition to their personal file, reported concerns and actions taken will be recorded on the 'Safeguard' database.

8. ROLES AND RESPONSIBILITIES

All adults working with children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. The names of those carrying these responsibilities for the current year are listed at the start of this document.

The School is responsible for ensuring that all action taken is in line with the Local Safeguarding Children Board and London Child Protection Procedures 6th Edition. The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, are suffering, or who are at risk of suffering significant harm. The school may also have a role in the provision of services to children in need and their families.

The role of the school in situations where there are child protection concerns is **NOT** to investigate but to recognise and refer. The Headteacher, the Safeguarding Lead and the deputy will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers.
- The procedures laid down by the London Child Protection Procedures 6th Edition are followed.
- Safe recruitment and selection of staff and volunteers is practiced.
- When the lead is absent, this strategic role falls to the deputy safeguarding officer, Fiona Norcross.
- Matt Hipperson will be responsible for the day to day management of safeguarding and child protection and receives appropriate on-going training, support and supervision. The Safeguarding Lead has the status and authority within the school to carry out the duties of the post and acts as a source of support and expertise to the school.

- Sufficient time and resources are made available to enable the Safeguarding Lead and Deputy to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of pupils, supporting colleagues and delivering training as appropriate.
- All staff and regular volunteers receive appropriate training which is updated every year.
- All temporary staff and volunteers are made aware of the school's safeguarding policy, internal reporting procedures and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the pupils and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils:
- Confidential child protection files are securely stored in a separate filing cabinet apart from normal pupil records and with access confined to specific staff, i.e. the Designated Safeguarding Lead and Deputy with responsibility for Child Protection.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers kept on the Single Central Record.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures.
- A section 11 Self-Assessment of safeguarding duties and child protection is provided to the Local Safeguarding Children's Board by the Designated Safeguarding Lead.
- All staff and volunteers who have regular contact with pupils receive appropriate training which is up-dated by refresher training every year:

Governing Body

- The Governing Body takes its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who are suffering harm.
- A member of the Governing Body is identified as the designated governor for Safeguarding (**Margaret Wright**) and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Safeguarding Lead. He or she will visit the school at least three times a year to review safeguarding policy and practice and specifically to personally check the completeness of the Single Central Record. (SCR)

The Designated Safeguarding Lead:

At St. Luke's CEVA Primary School the safeguarding lead is the HT and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of pupils registered in the school.

The Safeguarding Lead will:

- Consider if early help can be offered to support & prevent the child or young person's needs escalating
- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every 2 years.
- Provide support and training for staff and volunteers and make sure that they receive refresher training every three years.
- Ensure that the school's actions are in line with the Local Safeguarding Children Board Procedures framework and that the all London child protection committee established procedures are followed
- Refer cases of suspected abuse or allegations to the LBN Assessment Team following the London Child Protection procedures and protocols and complete the referral in writing on agreed templates.
- Inform parents of referral unless it would pose a risk to the child.
- Represent or ensure representation at inter-agency meetings, in particular conferences, strategy meetings, core groups and network meetings.

- Ensure written reports are provided to the family and Chair of Conference at least 48 hours before an initial CP Conference and 5 days before a Review CP conference using the agreed template.
- Ensure the school effectively monitors children about whom there are concerns.
- Keep copies of all referrals to external agencies related to safeguarding pupils.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Publish a copy of the safeguarding children policy on the school website.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.
- Ensure that any absence of one day, without satisfactory explanation, of a pupil who has a child protection plan is referred to their Access and Attendance Officer and / or Social Worker
- The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.
- If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

9. SAFER RECRUITMENT AND SELECTION OF STAFF

The school will follow guidance set out in Keeping Children Safe in Education September 2020 and in line with Local Authority and Local Safeguarding Board procedures by carrying out the required checks by undertaking enhanced DBS checks of staff, Governors and volunteers, verifying the applicant's identity, qualifications and work history.

Recruitment adverts will highlight the priority that the school places on this and the schools commitment to safeguarding. At least two members of the recruitment panel will have attended safer recruitment training within the last three years.

All relevant staff involved in early year's settings and /or before and after school care for children under 8 years of age) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or others who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or the training provider from whom written confirmation is required.

The school maintains a single central record of recruitment checks undertaken and this is inspected every term by the safeguarding governor.

Volunteers

All Governors are subject to DBS checks and any volunteers will undergo checks commensurate with their work in the school, their contact with children and supervision provided to them. Under no circumstances will a volunteer who has not completed the appropriate checks be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site Security

Visitors to the school are asked to sign in and out and are provided with an ID pass which confirms they have permission to be on site. Parents who are delivering or collecting their children do not need to sign in. All visitors are expected to observe the schools safeguarding and health and safety regulations. Any visitor without an up to date DBS will be escorted around the building at all times by a member of staff.

10. WORKING WITH OTHER AGENCIES/Early Help - St. Luke's CEVA Primary School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school has a commitment to develop its Early help Partnership working, reflecting vs the LBN Early Help & Safeguarding thresholds and this is done by the DSL and Fiona Norcross. The school will notify relevant external agencies if:

- A child subject to a child protection plan is about to be excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than one day from school.
- It has been agreed as part of any child protection plan or core group plan

11. CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or the Safeguarding Deputy lead discloses any information about a pupil to other members of staff on a need to know basis only. Staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for pupil and staff involved but to ensure that information released into the public domain does not compromise evidence.

However following a number of publicised cases where serious case reviews have taken place, where senior leaders have failed to act upon concerns raised by staff, the new guidance 'Keeping Children Safe in Education September 2020' emphasises that **any** member of staff can contact children's social care if they are concerned about a child. The telephone number for children's social care for Newham is 0203 373 4600 and you will be able to speak to the Triage Services.

Please see the Eight Golden Rules for Information Sharing. **(Appendix 4)**

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard pupils. All staff and volunteers must be clear with pupils that they cannot promise to keep secrets.

The school holds a data protection certificate of registration No. Z4781841 exp 26/5/17

Child protection information will be stored and handled in line with the Data Protection Act 1998.& the new GDPR guidance - Information sharing is guided by the following principles. The information is :

- Necessary and proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

12. TRAINING FOR STAFF AND VOLUNTEERS

The Safeguarding Lead and Deputy lead undertakes ongoing training, in addition to LBN child protection training, and refresher training at 2 yearly intervals.

Training is provided for all staff, governors and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional, physical and sexual) and physical neglect, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of child.

Please see attached flow chart which illustrates the internal reporting procedures to be followed after a disclosure is made (**Page 28**). Basic safeguarding rules and procedures are also included in the staff handbook.

All staff, governors and volunteers who are in regular contact with pupils will receive basic training which is up-dated by refresher training every 2 years.

13. VULNERABLE GROUPS/ CHILDREN WITH DISABILITIES/ LOOKED AFTER CHILDREN (LAC)

Disabled children are at an increased risk of being abused compared with their non-disabled peers. Any child with a disability is by definition a 'child in need' under section 17 of the Children Act 1989 and disability has been shown to confer an increased level of vulnerability. Additional barriers can exist when recognising abuse and neglect in this group of children, these can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying , without outwardly showing any signs
- Communication barriers and difficulty overcoming these barriers

Disabled children should be seen as children first. Having a disability should not and must not mask or deter an appropriate enquiry where there are child protection concerns. Disabled children have the same right to protection as all children and staff have a duty to understand and respond to their needs relating to child protection.

Some children may have an increased risk of abuse. Many factors contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection we will give special consideration to children who are :

- Disabled or have SEN needs
- young carers
- affected by parental substance misuse, domestic violence or mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied or engaging in bullying
- living in temporary accommodation
- at risk of CSE
- at risk of FGM
- at risk of forced marriage
- do not have English as a first language
- live transient lifestyles
- living in chaotic and unsupportive home situations

This list is not exhaustive.

Child abuse (**Appendix 2**) is defined within procedures as physical abuse (including female genital mutilation), emotional abuse (including that arising from domestic violence and forced marriage), sexual abuse (including the sexual exploitation associated with child prostitution) and physical

neglect, which the person with custody, or charged with care of the child, causes or knowingly fails to prevent. In addition to the universal indicators of abuse / neglect, in the case of a disabled child the following abusive behaviours must also be considered:

- force feeding
- unjustified or excessive physical restraint
- rough handling
- extreme behaviour modification including the deprivation liquid, medication, food or clothing
- misuse of medication, sedation, heavy tranquillisation
- invasive procedures against the child's will
- deliberate failure to follow medically recommended regimes
- misapplication of programmes or regimes

The most common reason for children becoming looked after (LAC) is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep LAC safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the local authority looking after the child. The designated teacher for LAC and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

14. RECORDING AND REPORTING CONCERNS

There is no individual discretion allowed to any member of staff who has knowledge or suspicion that a child might be at risk of child abuse. In child protection matters the child protection procedures must be followed at all times. Any knowledge or suspicion the child may be at risk must be reported to the Safeguarding Lead immediately, to ensure help and to ensure any intervention necessary to protect the child is accessed as early as possible. The schools internal reporting procedures **MUST** be followed.

Concerns for pupils and in particular those with disabilities may come to the attention of staff in a variety of ways, for example through observation of behaviour, injuries or disclosure. The following should trigger concern:

- when there is a suspicion that an injury maybe non-accidental
- when there are signs of neglect
- when a child displays behaviour unusual for that particular child, for example – aggression, withdrawal, depression, or demonstration of inappropriate sexual behaviour or anxiety at home time.
- when a child fails to thrive.
- when a child discloses abuse, or describes something, which may be associated with abuse (sexual and non-sexual abuse).

- when you are worried about a child / young person for any reason.

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding reporting procedure
- It is important that records are factual and reflect the words used by the pupil. Opinion should not be given unless there is some form of evidence base, which can also be quoted. Records must be signed and dated with timings if appropriate.
- Please refer to the Child Protection flowchart displayed around the school for further advice.

15. INFORMING PARENTS/CARERS OF CONCERNS

St. Luke's CEVA Primary School approach to working with parents/carers is one of transparency and honesty and the school's responsibility is to safeguard and promote the welfare of all the pupils in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to an external agency unless it is believed that by doing so would put the child at risk. In such cases the Safeguarding Lead or Deputy will seek advice from the Borough's Children's Social Services team.

16. DOMESTIC ABUSE

The school is aware that pupils development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue. Pupils react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon pupils will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect pupils exposed to, and at risk from domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Borough's Children's Social Services team will be contacted as soon as possible.

17. HONOUR BASED VIOLENCE (HBV) AND FORCED MARRIAGE

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All form of HBV are abuse.

A forced marriage is one in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may also involve physical and sexual violence, psychological, financial and emotional pressure. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the respective spouses. Some communities use religion and culture as a way to coerce a person into marriage. The Safeguarding Lead and staff will seek advice if there is any confusion around the marital status. **If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.**

18. CHILD SEXUAL EXPLOITATION (CSE) – A new paragraph was added to KCSIE 2020 regarding CSE & CCE with enhanced definitions – please cross-check

Involves situations, contexts and relationships where vulnerable young people receive something in exchange for sexual activity. This can include food accommodation, drugs, alcohol, gifts, money or some cases simply affection. CSE can take many forms ranging from seemingly consensual relationships where sex is exchanged to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, cyber bullying and grooming. It is important to recognise that young people who are being sexually exploited often do not exhibit any signs of this abuse. CSE is a serious crime and can have a long lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

19. FEMALE GENITAL MUTILATION (FGM)

What is FGM?

It involves procedures that intentionally alter and injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

Type 2: Excision – partial/ total removal of clitoris and labia minora

Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4: All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out? Belief that :

- FGM brings status/respect to the girl – social acceptance
- Preserves a girls virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetrates a custom/tradition helps a girl to be clean /hygienic
- Is cosmetically desirable
- FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. The FGM Mutilation Act 2003 makes it an offence.

Indicators that FGM may be about to occur;

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child talks about being 'cut'

Physical signs and indicators it may have occurred ;

- Pain/itching, bruising in genital or anal area
- Stomach pains or discomfort when walking or sitting
- Unexplained bleeding in genital area
- Bladder or menstrual problems
- Secretive behaviour
- Repeated urinal tract infection
- Reluctance to take part in PE

- Prolonged absence from school

Serious Crimes Act 2015 .The act also introduces measures to enhance the protection of vulnerable children and others, including by strengthening the law to tackle female genital mutilation (FGM) and domestic abuse. Professionals in all agencies need to be alert to the possibility of a girl being at risk of FGM or having already suffered FGM. There is a range of possible indicators that a child or young person may be at risk of FGM which individually may not indicate risk but if there are two or more indicators this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. It should be noted that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

The updated guidance 'Keeping Children Safe in Education September 2020 requires mandatory reporting requirement for teachers to police should they discover FGM appears to have been carried out on a child under the age of 18.

20. CHILD TRAFFICKING

Human Trafficking is the movement, abuse and exploitation of women, men and children for gain. It involves the movement of individuals across international borders as well as within internal borders, by force, coercion or deception with a view to exploiting them. DFE guidance 2014.

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation. Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. St. Luke's CEVA Primary School will report to the local authority any cases where there is suspicion of child trafficking.

21. PRIVATE FOSTERING/CHILDREN STAYING WITH HOST FAMILIES

Private fostering is an arrangement a parent makes for their child to live with someone who is not a close relative or guardian, for longer than 28 days. Although it is a private agreement between parents and care providers, there are now legal regulations about how a privately fostered child is

looked after. It applies to children under the age of 16 or under 18 if disabled. A private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

St. Luke's CEVA Primary School will ensure that all cases where it is suspected private fostering is taking place they will contact the Child Protection duty team.

Children will not be placed "on roll" unless all relevant documentation is available to the school. This includes;

- Copy of child's birth certificate or passport
- 2 recent utility bills (within 3 months) to prove correct address

Children staying with host families arises when the school make arrangements for pupils to stay with a host family during a foreign exchange trip or sports trip. Some overseas pupils may reside with host families during school terms and St. luke's school will work with the local authority to check that such arrangements are safe and suitable and in any event will follow the guidance in Annexe E of the 'Keeping Children Safe in Education September 2020'.

22. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff asked to attend a child protection conference or other relevant core group meetings about an individual pupil will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the pupil is suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the pupil's physical, emotional and intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/ carers. The Safeguarding Lead will ensure written reports are provided to the family and Chair of Conference at least 48 hours before an initial CP Conference and 5 days before a Review CP conference using the agreed template.

23. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF & VOLUNTEERS

The school follows the procedures recommended by the Local Authority and the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers.

If suspicions of abuse relate to any member of the school's staff or volunteer they must be reported to the Headteacher or the Deputy DSL. The Head teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) Nick Pratt.

If suspicions of abuse, relate to the Headteacher they must be reported to the Deputy Safeguarding Lead who will inform the Chair of Governors who will in turn consult with the Local Authority Designated Officer (LADO)

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made. See Also Whistleblowing below (26) & policy on website and in Staffroom.

24. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a pupil will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare. St. Luke's CEVA Primary School will make sure that the pupil or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the pupil or adult informed about the progress of the complaint/expression of concern

25. ABUSE OF POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a pupil under the age of 18 may be a criminal offence.

26. WHISTLEBLOWING

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about attitudes or actions of colleagues. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a difficult situation. They may worry they have misunderstood it and wonder whether a report could jeopardise their colleagues career. All staff must remember the welfare of the child is paramount.

All concerns of poor practice or possible child abuse by colleagues should be raised directly with the Headteacher. Complaints about the Headteacher should be made to the Chair of Governors Margaret Wright.

Staff may also report their concerns directly to children's social care or the police.

Staff may contact the NSPCC directly on 0800 028 0285 from 8.00am to 8.00pm Monday to Friday or email help@nspcc.org.uk The school has a 'Whistle Blowing' policy a copy of which is on the school website and displayed in the staffroom & can be got on request from SLT.

27. PHYSICAL INTERVENTION / POSITIVE HANDLING

Our policy on physical intervention / positive handling by staff is set out separately, as part of our Physical Intervention Policy. It complies with DfES guidance on positive handling strategies (2001) and circular 10/98, 'The Use of Force to Control or Restrain Pupils'. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded making use of the school's Physical Intervention Record form and signed by a witness. Staff who are likely to need to use physical intervention should be appropriately trained. We understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

28. ANTI-BULLYING Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

29. ONLINE SAFETY The school ensures that children are safeguarded from potentially harmful and inappropriate online material. Appropriate filters and monitoring systems are in place. However governing bodies should be careful that "overblocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Guidance for the use of ipads and laptops are placed in every classroom and are only used for planned curricular work and under no circumstances are they to be used at any other time in the day or for leisure activities.

Children are monitored every 5 minutes and the class teacher checks the history tab regularly if the history tab is cleared by a child the device is handed over to the IT Manager who can check if inappropriate material has been accessed. Children are informed that if they see/find any inappropriate images they must show the staff immediately and not show other children. **See Digital Policy (online Safety) – website & staffroom.**

30. HEALTH & SAFETY Our Health & Safety policies, set out in separate documents, reflect the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits. Risk assessments are in place for all activities, and these must be shared and updated with staff regularly. The individual risk assessments are completed for any child or group who are vulnerable where special arrangements need to be made.

31. RADICALISATION AND EXTREMISM AND THE PREVENT DUTY From July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. The government defines extremism as 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.

Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism. School staff receive training to help identify signs of extremism and opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture. The school ensures that children are safe from terrorist and extremist material when accessing the internet in school. St. Luke's CEVA Primary School has a separate policy outlining our procedures to prevent radicalisation and extremism under the 'Prevent Duty'.

32. SAFE AND SUCCESSFUL DROP OFF AND COLLECTION OF CHILDREN

If a child is subject to a serious concern then the school will keep the child safe in school until an emergency social worker is able to attend at school and make alternative arrangements for the children.

33. PEER ON PEER ABUSE – see updated Peer on peer Abuse Policy & Procedure on website and staffroom board

Keeping Children Safe in Education 2020 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'.



Child Protection Flowchart – Disclosures

Environment supporting children's welfare and safety

The ethos of the school is one of calmness, support and care. We aim to provide a safe environment for children and to identify children who are suffering or are likely to suffer significant harm. Practitioners must be mindful that children want to know that they will be listened to and their concerns taken seriously. They are unlikely to disclose information to adults who they think will not listen to them

Initial incident or disclosure from a child or adult

Any disclosures or observations must be treated in the strictest of confidence. If a child makes what could potentially be a serious disclosure you must:-

- Reassure the child and listen positively
- Clarify with the child what they meant
- Note down the details of what they have said immediately
- Tell them that you must pass on this information as confidentiality cannot be promised.

You must not:-

- Interview the child about the disclosure
- Suggest ways of saying things or ask leading questions to draw out meaning
- Tell a child that you will keep a secret
- Jump to conclusions

Decision

If you come to the conclusion that the incident or disclosure has the slightest implication that a child or children may be at risk of harm you must complete an appropriate entry on 'Safeguard' database
'Harm' may be in the form of physical, sexual, emotional abuse or neglect. If children witness domestic violence, this can be counted as emotional neglect. You can report this directly (Arrow 4) in exceptional circumstances.
If you decide that an incident is low level and does not place a child at risk you may decide to talk to parents (Arrow 2), or simply note your observation in an incident log in the classroom (Arrow 3).

Arrow 4

Arrow 1

Arrow 3

Arrow 2

Report via a CP entry on Safeguard

This must be completed immediately by the person making the observation. The date and time of the incident should be noted along with the child's name and surname.

The lead, deputy and family support worker will be alerted by auto text & email immediately. The lead will liaise with the Child Protection Strategic Lead. In Lead's absence, Fiona Norcross or Debbie Phillip will deal with it immediately. If you cannot find one of them, please contact another senior manager or approach the school office.

Talk to parent / carer

For low level concerns talk directly to the child's parent or carer. You may wish to discuss this firstly with one of the designated leads for child protection first, or have one of them present during the meeting. Also consult the class teacher if you are not in this role.

Further concerns are noted through monitoring or contact with parent / carer

Classroom Monitoring

All classroom monitoring of individual children must be overseen by the class teacher who will oversee this process. Notes must be dated and signed and stored securely and information treated in the strictest of confidence.

Concerns are answered adequately by parent or monitoring shows no reoccurrence.

Decision

Children's Services

If you don't trust that a matter will be dealt with appropriately, you can contact Children's Services directly on 0203 373 4600.

No further action

If (after your initial talk with the child or parent) you are completely satisfied that the child is not in danger or risk of harm, and that the incident or disclosure was not at all significant then you may take no further action. This decision is made by the class teacher.



St Luke's CEVA Primary School

REPORTING SAFEGUARDING CONCERNS DATED September 2020

Safeguarding and promoting the welfare of children is **everyone's** responsibility and everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

The school has a Safeguarding Team who are responsible for ensuring the safety and welfare of all children in the school. The team consists of the following staff members;

Matt Hipperson Designated Safeguarding Lead

Fiona Norcross -Deputy Safeguarding Officer

Debbie Phillip – Family Support Worker

Sarah Martin – Learning mentor

Please note the following procedures relating to safeguarding must be adhered to whilst working at the school. Please read these procedures along with attached documents and sign the slip attached and provide a signed copy to Matt Hipperson. Please ensure you have **read** and **understood** all procedures and if in any doubt speak to a member of the Safeguarding Team.

PEOPLE TO REPORT TO IF YOU HAVE A SAFEGUARDING CONCERN

Please discuss concerns with **Matt Hipperson** who is Head of Safeguarding and has overall responsibility for the welfare and safety of children, or with **Fiona Norcross** who is the Safeguarding Deputy for the school. If either or both are in a meeting then you are authorised to interrupt their meeting to ensure they are aware of the concern.

In an emergency Matt can be contacted on 07492333140 and Fiona can be contacted on 07505207761.

STATUTORY AND NON STATUTORY GUIDANCE

Keeping Children Safe in Education September 2020 is a revision of the previous document dated July 2015. This is a statutory document which contains information on what schools and colleges should do and sets out legal duties with which schools must comply. They are on the Safeguarding board in the staffroom.

The full guidance of Keeping Children Safe in Education September 2020 will be found in the school office, staffroom and is also available by contacting Matt Hipperson who will keep a copy in his office for loan purposes.

All staff **must** read at least part one of this guidance (13 pages) and for ease this is attached to this notification as a stand-alone document along with the annexes A-H. Annex A contains important information about specific forms of abuse and safeguarding issues.

There are substantive changes in the last few years that include;

- Children missing from education
- Child Sexual Exploitation (CSE)
- Mental Health
- Contextual safeguarding
- So-called 'honour based' violence, (HBV)
- Female Genital Mutilation (FGM) and mandatory reporting duty
- Forced marriage,
- Private fostering
- Supervision of activity with children which is regulated activity when unsupervised
- Further guidance on preventing radicalisation and referral to the Channel programme.
- Peer on peer abuse
- Upskirting
- Gang involvement

There are two other documents referred to in this document which should be read by all staff ;

- 1) 'What to do if you are worried a child is being abused' March 2015. This is non-statutory advice and has been produced to help practitioners.
- 2) 'Working together to safeguard children' 2019 . This is statutory guidance for senior managers within organisations who provide services for childcare.

Copies of all documents are held in school in the staffroom, on the website and in safeguarding/HT office.

DISCLOSURES

Please refer to the 'DESIGNATION AND WHO TO REPORT TO' safeguarding flowchart displayed in all classrooms for an overview of our procedures for dealing with disclosures. Please also note the flowchart positioned close by which indicates the procedures when a referral to children's social care is made.

If a child discloses something to you privately that is of concern, you must tell the child that you need to pass this on to the Safeguarding Team for their own protection. Staff must not promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Do not try to elicit any further details from the child making the initial disclosure as this could jeopardise the validity of any future evidence given by this child.

It is vital that the reporting of any such disclosures are reported immediately or within **30** minutes (if you are unable to) of any such disclosure in order to ensure the safety and welfare of that child is considered immediately.

CHILD PROTECTION REPORTING FORM on SAFEGUARD database

If you have a concern about the welfare of a child the relevant section of SAFEGUARD should be completed. This form must be completed within the **30** minute deadline. You must logon and fill form out – if you cannot do this you must go to the lead or deputy Safeguarding lead and get them to fill it out. Please ask any member of staff in the office if you are unsure of your login.

If none of the named staff above are available then you **must** seek the advice of a member of the **Senior Leadership Team** immediately even if this means interrupting them whilst they are in a meeting or teaching.

If none of the above staff are onsite then a last resort is to inform the school office that you have a child protection concern that requires immediate attention and ask that they contact one of the above mentioned staff members.

Please do not discuss your concerns amongst other staff until you have taken advice from the staff members named above.

You may feel that it is appropriate to raise concerns directly with children social care in Newham. You can do this by contacting Triage Services on 0203 373 4600. Alternatively you may contact the NSPCC on 0808 800 5000 and press option 1.

CONCERNS ABOUT STAFF

Concerns about adults working in the school need to be reported to the Designated Safeguarding lead/Deputy immediately. You have a duty to report any concerns about the welfare of children, and this includes concerns about staff.

Such concerns must be reported directly to the Headteacher or one of the Deputy Headteachers. In their absence you can contact the Chair of the Governors, Margaret Wright on 02074743274.

Concerns about any staff should be reported directly to the Headteacher or, in his absence, the Chair of Governors. Complaints about the Headteacher must go directly to the Chair of Governors.

CHILDREN AT IMMINENT RISK OF HARM

If you see that a child or group of children are at imminent risk of harm you must act as far as you possibly can to reduce or prevent this before any reporting takes place. Such situations may include:-

- An adult hurting a child or threatening to hurt a child
- Children hurting each other or bullying
- A dangerous activity that puts children's welfare at risk
- Adults acting inappropriately towards each other that puts children's welfare at risk
- Children being supervised inappropriately which could potentially lead to harm

The above are examples, but are not an exhaustive list.

Please refer to the schools Behaviour Policy for further information on our procedures for supporting positive behaviour. Also the schools Anti-Bullying Policy gives guidance on dealing with and supporting bullies and their victims.

In such situations you need to act using your own initiative to reduce or prevent the risk of harm; however you must avoid placing yourself in unnecessary danger. You should seek help as quickly as possible by contacting the school office and any nearby staff, unless any delay will cause a greater risk of harm to children.

Formal reporting and written evidence of such incidents can only be completed as soon as possible once the danger has passed. The member of staff witnessing such incidents will need to meet with the Headteacher or Fiona Norcross for a debriefing following such an incident.

Once these documents have been read this form should be returned to Matt Hipperson and should be signed off accordingly at the section at the bottom. If there are any concerns or questions arising from this please let Matt Hipperson or Fiona Norcross know.

The Headteacher and Fiona Norcross will disclose confidential safeguarding information to staff on a 'need to know' basis only. Anything of this nature that you are made aware of as a member of staff must be treated in the strictest of confidence.

If you are unsure about any of the procedures relating to child protection please speak to Matt Hipperson or a member of the Safeguarding Team and further training will be provided.

APPENDIX 2

Definitions

Definitions and signs and symptoms of abuse taken from London Child Protection Procedures, 6th Edition.

Concept of significant harm (5th Edition)

1.1.1 Some children are in need because they are suffering, or likely to suffer, significant Harm. The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries (Section 47) to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

A Court may only make a Care Order or Supervision Order in respect of a child if it is satisfied that:

- The child is suffering, or is likely to suffer, significant harm ; and
- The harm, or likelihood of harm, is attributable to a lack of adequate parental care or control (Section 31).

In addition, Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include "impairment suffered from seeing or hearing the ill treatment of another" for example, where there are concerns of domestic abuse.

1.1.2 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

1.1.3 Each of these elements has been associated with more severe effects on the child, and or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.

1.1.4 Sometimes a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development.

1.1.5 Some children live in family and social circumstances where their health and development are neglected. For them it is the corrosiveness of long term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

Definitions of child abuse and neglect

Physical abuse

1.3.1 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

1.3.2 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

1.3.3 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

1.3.4 Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including the internet) . Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

1.3.5 Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003.

Neglect

1.3.6 Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development.

1.3.7 Neglect may occur during pregnancy as a result of maternal substance abuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected.

1.3.8 Once a child is born, neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

1. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.3.10 Included in the four categories of child abuse and neglect above, are a number of factors relating to the behaviour of the parents and carers which have significant impact on children such as domestic violence. Research analysing Serious Case Reviews has demonstrated a significant prevalence of domestic abuse in the history of families with children who are the subject of child protection plans. Children can be affected by seeing, hearing and living with domestic violence and abuse as well as being caught up in any incidents directly, whether to protect someone or as a target. It should also be noted that the age group of 16 and 17 year olds have been found in recent studies to be increasingly affected by domestic violence in their peer relationships.

4.3 Recognition of abuse and neglect

4.3.1 The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm;
- Indicates a need for careful assessment and discussion with the agency's nominated child protection person;
- May require consultation with and/or referral to the LA children's social care and / or the police.

4.3.2 The absence of such indicators does not mean that abuse or neglect has not occurred.

4.3.3 In an abusive relationship the child may:

- Appear frightened of the parent;
- Act in a way that is inappropriate to their age and development.

4.3.4 The parent may:

- Persistently avoid routine child health services and/or treatment when the child is ill;
- Have unrealistic expectations of the child;
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);
- Be absent or leave the child with inappropriate carers;

- Have mental health problems which they do not appear to be managing;
- Be misusing substances;
- Persistently refuse to allow access on home visits;
- Persistently avoid contact with services or delay the start or continuation of treatment;
- Be involved in domestic violence;
- Fail to ensure the child receives an appropriate education.

4.3.5 Professionals should be aware of the potential risk of harm to children when individuals (adults or children), previously known or suspected to have abused children, move into the household.

Recognising physical abuse

4.3.6 The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parent/s are uninterested or undisturbed by an accident or injury;
- Parents are absent without good reason when their child is presented for treatment;
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);
- Frequent use of different doctors and accident and emergency departments;
- Reluctance to give information or mention previous injuries.

Bruising

4.3.7 Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

- Any bruising to a pre-crawling or pre-walking baby;
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;

- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used (e.g. belt marks, hand prints or a hair brush);
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.
- Bite marks

4.3.8 Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

4.3.9 A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and scalds

4.3.10 it can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

4.3.11 Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

4.3.12 Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

4.3.13 Non-mobile children rarely sustain fractures.

4.3.14 There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.
- Scars

4.3.15 A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising emotional abuse

4.3.16 Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

4.3.17 The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

4.3.18 The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

Recognising sexual abuse

4.3.19 Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

4.3.20 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study³⁶ three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.

4.3.21 If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

4.3.22 Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

4.3.23 Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

4.3.24 Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

Recognising neglect 4.3.25 It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

4.3.26 When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.
- 4.3.27 Disabled children and young people can be particularly vulnerable to neglect 4.3.28 although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence (see section 5.11), mental health issues (see section 5.29), learning disabilities (see section 5.30), substance misuse (see section 5.31), or social isolation / exclusion (see section 5.1.1 to 5.1.4), this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

APPENDIX 3

OTHER FORMS OF ABUSE

Child Sexual Exploitation (CSE)

Definition

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexual exploitation results in children and young people suffering harm, and causes significant damage to their physical and mental health. Some young people may be supported to recover whilst others may suffer serious life-long impairments.

Factors which may lead to vulnerability to Child Sexual Exploitation

Evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)

- Attending school with young people who are sexually exploited

- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations

- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

What to do if you suspect CSE .Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Designated Safeguarding Lead in school is informed so that they can take the appropriate action.

Extremism Definition: Extremism is defined by the Government in the Prevent Strategy as:

“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.”

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

Indicators of vulnerability to extremism or radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

What to do if you suspect extremism/radicalisation - If you have a concern about a particular pupil you should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead. 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.

APPENDIX 4

Eight Golden Rules for Information Sharing

- 1) Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

- 2) If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm, then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
- 3) Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 4) Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- 5) Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
- 6) Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 7) Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 8) Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Signed by

_____ **Chair of governors** **Date:**

_____ **Headteacher** **Date:**