

Safeguarding and Early Help Policy

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Introduction & Policy Statement

Children have a right to protection from being hurt, and from violence, abuse and neglect (United Nations Convention on the Rights of the Child, Article 19)

Manor Primary school is committed to meeting the needs of all our children so that they each may learn, be safe, enjoy and grow in confidence.

We adhere to the principles of providing a safe, secure and stimulating learning environment so that each of our children may achieve their potential.

Our school culture is one in which children's health development and wellbeing is promoted. Manor Primary promotes learning whilst also nurturing children to acquire a sense of belonging to the school community, resilience, responsibilities and rights. British values inform the learning, social, emotional and behavioural life at our school.

All schools are required to have a Safeguarding Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Manor Primary School understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

Manor Primary School takes seriously the duty to *protect, prevent harm, whilst also promoting the health, development of children both within and outside of the school.* We strive to provide a school environment where all children are safe, secure, valued, respected, and listened to.

Every member of staff has a duty to report any serious concerns they may have about a child, primarily through the designated safeguarding officers and who will when appropriate refer the matter to Children's Service through Newham 's triage service. All our staff is aware of the sensitivity of such matters and of abiding by the data protection principles. **We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.** Manor Primary school understands that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. There are also times when a child and their family may need some extra or specialist help and Manor Primary School will work in partnership with parents/ carers to seek that help by completing early help records in order to source the best help.

We understand the term Safeguarding to mean a universal obligation to all children: protecting from, preventing harm and the promotion of health of development. We will take all reasonable measures to ensure that the risk of harm to children is minimised and that welfare of all and every child is paramount.

Staff understand and act on their responsibility to identify children who may be in need of any extra help or are suffering actual significant harm or likely to suffer significant harm.

All staff at Manor have a shared understanding that a range of other school policies are central to many aspects of the school's Child Safeguarding Policy, and this document should therefore be read in conjunction with our Policies for:

- **Anti-Bullying**
- **Attendance**
- **Behaviour Management and Physical Intervention**
- **On line safety**
- **Health & Safety**
- **Safer Recruitment**
- **Safe Working Practices for Staff and Volunteers – Code of Conduct**
- **Whistle blowing Policy and Procedure**

Our Safeguarding policy is written with due regard to salient safeguarding legislation the national guidance published by the Department for Education (2016): “Keeping Children Safe in Education” and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Our policy is also compliant with the relevant protocols (Newham Help and protection for children, young people and families- A guide to services in Newham; Early Help Record) developed to meet local children’s needs. Those procedures and protocols which have been adopted by the Newham Local Safeguarding Children Board are available from: www.newhamlscb.org.uk

This policy and safeguarding procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

Our Policy was adopted on 8th March 2017 and is reviewed annually by the Governors of our school, the Headteacher and the Designated Person for Child Protection. It will be reviewed in February 2018.

This policy is available to all parents either in hard copy or from our website: www.manor.newham.sch.uk

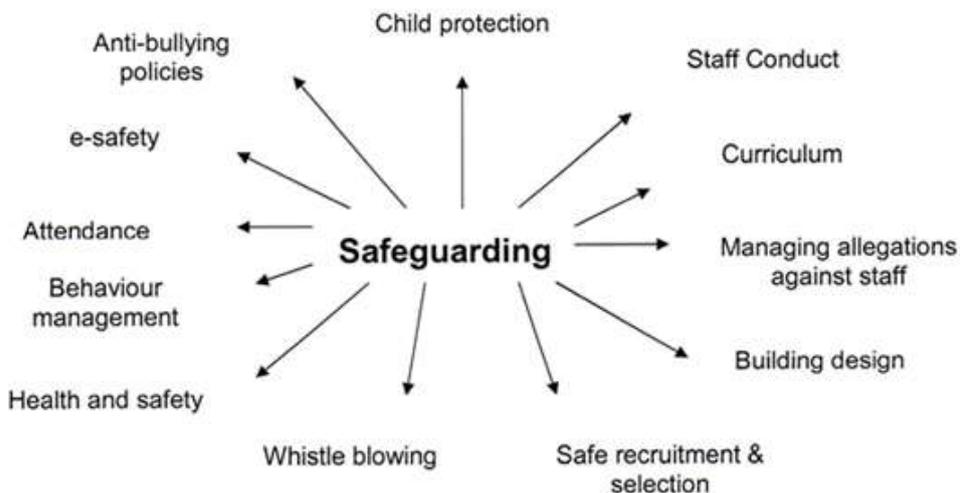
1. MANOR PRIMARY SCHOOL SAFEGUARDING POLICY

Manor is committed to safeguarding and promoting the welfare of all its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

- 1.1. All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual child that may arise.
 - 1.2 To this end Manor will ensure that all staff, whether permanent or temporary, and volunteers know who in the member of the senior leadership team who has designated overall responsibility for child protection and safeguarding.
 - 1.3 The DSL and the Safeguarding Team will be responsible for advising, reviewing concerns and ensuring that appropriate referrals are made in a timely manner. Feedback will be given to the staff member about the action taken. In addition the DSL and the Safeguarding Team will be responsible for working with multi-agency partners as well as attending case conferences, strategy meetings and any other professionals' meetings in order to ensure that the child's needs are understood and that there is an effective plan and delivery of intervention. The DSL will, when required, use the escalation process to always ensure that children's welfare is paramount. Currently the Designated Safeguarding Lead is **Kate McGee**, Headteacher, who holds strategic responsibility and supervisory oversight of operational response.
 - 1.4 The out of hours' designated safeguarding lead is **Kate McGee**, Headteacher.
 - 1.5 In the absence of the designated person, members of staff must contact any of the following:
 - Christina Burke – Child Welfare & Inclusion Officer – DSL Operational Lead
 - Petra Collins – DHT – Deputy DSL
 - Sarah Dunn – DHT – Deputy DSL
 - Jo Ince – Inclusion Manager – Deputy DSL
 - Daca Crnogorac – Learning Mentor – Safeguarding Team
- These are trained and competent designated safeguarding officers working and closely supervised by the lead designated officer .
- 1.6 All staff will receive training during their induction period, and regularly thereafter in order that they are equipped with the skills needed to keep children safe.
 - 1.7 Manor will always follow safer recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

2. KEEPING CHILDREN SAFE

All staff and volunteers understand that safeguarding children interlinks with the whole of school life and safeguarding culture and is embedded through our policies and practice.



The framework for thresholds of need and protection

Level 1 – Universal
Level 2 – Early Help
Level 3 – Child in Need –Intensive (statutory)
Level 4 – Child Protection (statutory)

See Appendix 5 for more detail

2.1 Child Protection - Responding to concerns about individual children

2.1.1 All children at Manor must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

2.1.2 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Will ask clarifying questions when appropriate in order to understand what it is that a child is wanting to say (not just walk away without understanding what a child is trying to tell)
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling.

- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, as soon as is practicable, what was said using the child's actual words
- Distinguish facts from opinion
- Record the context of the child sharing his/her narrative
- Sign and date the record
- Send the report immediately via www.safeguardsoftware.co.uk using a password to the designated safeguarding team's inbox. If for some reason you cannot access the software hard written copies of concern must be submitted.
- The designated safeguarding person will respond. The referring staff member will have access to the written response/actions taken (any member of staff can make a direct referral to Newham Triage) and this will be followed by a conversation to explain what action has been taken or the rationale for not taking action (e.g. the concern does not meet threshold of significant harm or the description of concern is not identifying a vulnerability).

2.1.3 **The Designated Person for Child Protection will:**

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan, a Child in Need plan or Early Help plan, or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice from Triage or Newham's Early Help Coordinator if unsure that a child protection referral should be made.

2.1.4 The Designated Person will decide whether or not to make a referral to Newham's Triage Service or if an Early Help record needs to be undertaken and referred to the Early Help Service. Guidance on how we make these requests to the Triage Service for either support or protection can be accessed here: www.newhamscb.org.uk or through newhamconnect.

2.1.5 If a referral is not considered appropriate at that stage, the Designated Person will make full written records of the information that they have received detailing the reasons for their judgement that the matter was not referred to the local authority.

2.1.6 When staff report vulnerability the Safeguarding Team will assess the threshold of need and where appropriate will complete an Early Help Record. See Appendix 5 for signs / indicators for the need for an Early Help Record.

2.2 Safeguarding – Recognition and Response to Abuse or vulnerability

2.2.1 Owing to the nature of the day-to-day relationship children at Manor have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm or have early or complex levels of vulnerability. We understand that significant harm means the ill-treatment or adverse impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm or vulnerability **(See Appendix 1 for more detail on the categories and types of abuse)**.

2.2.2 All staff will report any concerns to the Designated Person for Child protection.

2.2.3 All adults working in the school will receive regular safeguarding training in order that their awareness to the possibility of a child suffering harm through **physical abuse, emotional abuse, sexual abuse and neglect** remains high

2.2.4 We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:

- Child Sexual Exploitation
- Children Missing from Education
- Bullying/Cyberbullying
- Domestic Violence
- Use or abuse of drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (Mandatory Duty to report)
- Forced Marriage
- Honour based abuse
- Gangs and Youth Violence
- Mental Health
- Private Fostering
- Radicalisation/extremism
- Sexting
- Spirit possession and witchcraft beliefs
- Teenage relationship abuse
- Trafficking

SEE APPENDICES 1 AND 3 FOR MORE DETAILED INFORMATION

2.3 Safeguarding & Child Protection: Examples of Specific Circumstances

2.3.1 Attendance

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

- (1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day
- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- (5) We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

2.3.2 Pupil Behaviour

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

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

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

2.3.3 Special Educational Needs & Disabilities (SEND)

We understand that children with SEND are more vulnerable to risks of harm and un-met needs. Sometimes it is a challenge to understand and identify signs of harm and/or need. We therefore are committed to providing close supervision and regularly reviewing in order to ensure that we are communicating with all our children so that our SEND children, like all of our children are able to tell us of their lived experience.

2.3.4 Health & Safety

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

2.4 **Safeguarding – Providing a Safe Environment**

2.4.1 **Working Together with Parents/Carers** All parents and carers of pupils attending Manor must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Developing relationships with and working in partnership with parents
- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

2.4.2. Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

2.4.3. Confidentiality

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

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

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

2.4.4. Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

2.4.5. Sharing our Policy

This policy is available to all parents of pupils and prospective pupils via our website and can be made available by hard copy on request.

3. ADULTS WORKING WITH CHILDREN

3.1 Safer Recruitment

3.1.1 All staff and volunteers working with children in our school will be recruited safely:

Preparation

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

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

Advertising

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

The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

The advertisement will state that the post is subject to a Disclosure and Barring check.

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinise all completed application forms.

We will not accept CVs.

References

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

Interviews

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

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

Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

Induction

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

Continuing Professional Development

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

Supervision

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

Allegations

We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: www.newhamlscb.org.uk

Dismissal

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

3.2 Safe Practice

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

3.2.2. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

3.2.3 Whistleblowing

If you believe there has been negligence or misconduct in a workplace then you can 'blow the whistle' by contacting Ofsted on:

Ofsted
Piccadilly Gate
Store Street
Manchester

M1 2WD WBHL

Call on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

Email at whistleblowing@ofsted.gov.uk.

For further guidance and support on the matter please go to the following website **www.pcaw.org.uk**

The NSPCC whistle-blowing helpline number 0800 028 0285;

IMPORTANT: if there is a concern regarding the Head staff may contact Designated safeguarding governor.

4. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

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

4.2 The Governing Board has a duty to remedy any weaknesses that are identified. The Governing Board will ensure, through scrutiny and working with the school leadership that the school has: an effective child protection policy and code of conduct for staff.

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

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

However, some or all of the items above or another specific safeguarding matter will be regularly scrutinised as safeguarding is a standing item on the agenda for every Governors' meetings.

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

4.5 All our school governors will have Enhanced DBS Check (without barred list, unless they are additional in regulated activity)

4.6 Our Policy will be reviewed annually with Governors.

4.7 This Policy was last reviewed February 2017 and amended in May 2017.

Appendix 1

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Significant Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger and for example via the internet. They may be abused by an adult or adults or another child or children.

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 or carer fabricates the symptoms of or deliberately induces illness in a child.

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

Emotional Abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or constantly belittling and humiliating the child. It may feature age or developmentally inappropriate expectations being imposed 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

Peer on peer abuse

This is most likely to include, but not limited to:

- bullying (including cyber bullying), gender based violence/ sexual assaults and sexting.
- Children are capable of abusing their peers.
- Peer on peer abuse will be fully investigated by the school and will never be tolerated or passed off as "banter" or "part of growing up" .
- Victims of peer on peer abuse will be fully protected and supported.
- Peer abuse can include gender based bullying.
- This could include sexual assaults or initiation or 'punishment' type violence

Bullying

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

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

Online Safety

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

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK as is taking a child abroad for the purpose of FGM. It must always be regarded as causing significant harm. A child may be considered to be at risk if it is known that a mother or older sibling has had procedure. Any professional who is aware that a girl has been, or may be at risk of this procedure has a duty to report this. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Mandatory Reporting Duty

Female Genital Mutilation Act 2003 (Section 5B as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to **report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Alongside the reporting to the police a record of the safeguarding concern should be written up and forwarded to the Lead designated safeguarding person.

In the event that preliminary evidence suggests FGM **may** occur that should be reported through the school's safeguarding processes.

Child Sexual Exploitation (CSE) definition found in statutory guidance 'Working Together to Safeguard Children 2015 amended 2017'

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually

exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Preventing Radicalisation Protecting children from the exposure of radicalisation

This is part of the school's safeguarding duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Extremism

We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions. However we are clear that any manipulation or exploitation of the children in our school through the normalisation of extreme views that could leave them vulnerable to radicalisation will be responded to by the use of our safeguarding procedures and the involvement of our partner agencies.

Extremism and radicalisation will be considered as safeguarding concerns, Extremism is views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism

Schools are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they must follow the school's safeguarding processes.

Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register.

All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

**Some of the following signs might be indicators of abuse or neglect:
(what to do if you are worried 2015)**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Significant changes in children's behaviour;
- Deterioration in children's general well-being;
- Unexplained bruising, marks

APPENDIX 2

Examples of when there should be a referral to Newham Triage

1. When it is suspected a child has **suffered or is at risk of suffering significant harm** either because disclosures or allegations have been made or from the presenting evidence. (Section 47 Children Act 1989):

- Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
- Emotional abuse – when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence or persistent serious verbal threats.
- Sexual abuse – forcing or enticing a child to take part in sexual activities including both contact and non-contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
- Neglect – the persistent failure to meet a child's basic physical and psychological needs which could cause significant harm to their health & development.

2. When there is a **concern that a parent or carer poses a risk to children**, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour-based violence or forced marriage (Section 47 Children Act 1989)

- Children living in contact with adults with former schedule 1 offences or known to MAPPA /MARAC processes.
- Children/unborn babies of parents who have previously had children removed or with issues such as substance misuse, mental health problems or disabilities which could place children at risk of significant harm.
- Children whose parents suffer from mental health problems where the child is the subject of parental delusions – even if the parent is not living with the child.

3. When a child is abandoned, home alone, lost or no-one has parental responsibility.(section 17 or 47 Children Act 1989)

- This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental ill health from caring for them.

4. When a child or young person is at risk of imminent family breakdown or breakdown has already occurred. (Section 17 or 47 Children Act 198)

- Children whose parents are experiencing a crisis or domestic violence dispute and are temporarily incapable of caring for them. When the parents' drug and alcohol misuse, learning difficulties, physical and/or mental health are preventing them from caring for their children.
- Young people who are in crisis with their parents and who require professional intervention to prevent family breakdown.

5. When a child has a disability, serious or terminal illness. (Section 17 Children Act 1989)

- Including where a child has been in hospital for 3 months or more
- Where a child may need a package of services to support living at home

6. When a child may be privately fostered. (Section 17 children Act 1989)

- Children who are looked after by someone other than a parent, step-parent, grandparent, aunt, uncle or sibling

7. When there is a suspicion that a child may be a 'child in need' which means they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services. (Section 17 Children Act 1989)

- Children of disabled parents entitled to carers assessment
- Children who are suspected of being trafficked

8. Young people remanded into Care because of criminal activity

APPENDIX 3

Useful contacts

Request for support or protection – log onto:

www.newham.gov.uk/triage

Children's Triage Service : 020 3373 4600 (9am – 5:00pm)

LADO referrals should be sent directly to the Children's Planning & Reviewing Team.
Email: cprt.lado@newham.gov.uk.

Tel: 020 3373 4107.

Out of hours emergency: 020 8430 2000 (5:15pm -9am)

London Borough of Newham: <http://www.newham.gov.uk/>

Newham LSCB:

<http://www.newham.gov.uk/Services/NewhamLocalSafeguardingChildrenBoard/>

London LSCB: www.londonscb.gov.uk

Barnardo's: www.barnardos.org.uk

NSPCC: www.nspcc.org.uk

Teachernet: www.teacher.gov.uk

Child Safe: www.child-safe.org.uk

Department for Education: www.education.gov.uk

Every Child Matters: www.everychildmatters.gov.uk

Help and Protection for Children, Young People and Families- A guide to services in Newham established by Newham Safeguarding Children Board (2014); this is a guide to protocols and practice for all agencies in Newham working with children and their families

Working Together to Safeguard Children 2015 amended 2017 (statutory guidance)

Keeping Children Safe in Education 2016

London Child Protection Procedures (2015)

APPENDIX 4

Legislation

- **The Children Act 1989, including Section 47 of the Children Act 1989 and section 17; orders and power;**
- **Adoption and Children Act 2002 (expanded the definition of "harm" to include witnessing domestic violence).**
- **Children Act 2004 (principles and meaning for delivery of service, especially in developing the notion of integrated early help; SCBs,)**
- **Children (Private Arrangements for Fostering) Regulations 2005**
- **Children and Adoption Act 2006: flexible powers for Courts regarding child contact orders**
- **Children and Young Persons Act 2008:** high quality care and services for children in care.
- **Children Families Act 2014** and ('fostering for adoption'; 26 week time limit for the courts to decide whether or not a child should be taken into care; arrangements allowing children in care to stay with their foster families until the age of 21 years; single assessment process: Education, Health and Care (EHC) (supported by SEND: guide for parents and carers (2015) - Guide support system for children and young people with SEND
- **SEND: guide for social care professionals (2014)** - A guide for social care professionals on the support system for children and young people with special educational needs and disabilities
- **Data Protection Act 1998;** (supported by **Information Sharing advice for professionals Dof E (2015)**
- **Education Act 2002** (requirement for school governing bodies, IEA and further education re arrangements to safeguard and promote the welfare of children- see S.175)
- **Apprenticeships, Skills, Children and Learning Act 2009** (duty to have two lay members from the local area sitting on each SCB)
- **Education Act 2011** pertains to provision of school discipline and restrictions on the public reporting of allegations made against teachers
- **Female Genital Mutilation Act 2003 amended by Serious Crime Act 2015** s. 73 and 74: FGM Protection Orders; legal duty for regulated professionals to report)
- **Mandatory reporting of female genital mutilation procedural Information 2015** (Home Office)
- **Forced Marriage (Civil Protection) Act 2007**

- **Safeguarding Vulnerable Groups Act 2006** (: body to make decisions regarding individuals who may be barred from working with children and to keep a list of such individuals)
- **Protection of Freedoms Act 2012** (DBS)
- **Anti-social Behaviour, Crime and Policing Act 2014** (forced marriages)
- Legislation
- **Counter Terrorism and Security Act 2015** (: prevent duty)
- **Crime and Disorder Act 1998;**
- **Sexual Offences Act 2003**
- **Cruelty and Neglect Act 1933**
- **Human Rights Act 2000**
- **Mental Health Act 1983 amended Mental Act 2007**
- **Mental Capacity Act 2005**
- **The Equality Act 2010**: covers the legal duty in regards to the protected characteristics and its meaning for service delivery.
- **Serious Crime Act 2015 –amendment to FGM Act 2003**
- Extraterritorial jurisdiction extends to prohibited acts done outside the UK by a UK national or a person who is resident in the UK.
- Also amends offence of assisting a non UK person to mutilate overseas a girl's genitalia)
- Creates a new offence of failing to protect a girl from FGM under age of 16 by those responsible for her care (max 7 yr sentence)
- Female Genital Mutilation Protection Order girl against FGM offence or protecting a girl Breach of the order

APPENDIX 5

THRESHOLDS FOR EARLY HELP

Level 1: Universal

This is what is provided to every child in the country / the school.

It would be Health / Nutrition; Education; Welfare system

In school this might be – the school nurse, dental checks, Breakfast Club, Free School Meals

Level 2: Early Help

This is for when there are low level but additional needs for individuals children or groups.

It is about vulnerabilities. Interventions could move the child back to universal.

Interventions are usually single agency.

The lower level of Early Help might be a child having hearing / eyesight checked, seeing the dentist – providing parents with the information for them to get these done, providing clothes. Any child receiving additional support – S&L therapist, social groups, Individual Behaviour Plans, Learning Mentor support, targeted after school activities.

The next level of Early Help is when there are more needs and is more formal. Multiple agencies need to be involved and this needs coordinating. At this point an Early Help Record is completed, and a Professionals' meeting may be needed where a full range of agencies can be invited. Plan, Do, Review cycle follows.

Level 3: Child in Need – Intensive (Statutory)

This is when the needs are much more complex and there are multiple vulnerabilities.

There are medium level risks to the child.

This happens when the Early Help has not worked.

A referral will be made to Newham triage and the Early Help record will help to inform the Social Worker as to what needs to be done. There are multi-agency meetings involving a range of professionals and the Plan, Do, Review cycle is applied. There needs to be a coordination of services.

If Social Care steps in the child is then a Child in Need.

Level 4: Child Protection (Statutory)

If the CIN process has not worked or if there are immediate significant concerns for a child's safety then a referral to Newham triage may result in a Section 47 investigation being done. This is the statutory process that allows a LA to investigate child protection issues.

Children who are Looked After (i.e. not in the care of the parent) are automatically included in this category.

An initial case conference with all agencies involved makes a decision as to whether the child's situation meets the threshold, and under what category (physical, sexual, emotional, neglect) it falls.

Once a child is on the CP register there are regular meetings with a core group of professionals and the parents to ensure that the agreed plan is improving things for the child.

The Plan, Do, Review process applies. When the situation has improved enough and the concerns are mitigated the case can be stepped down to CIN.

Signs / indicators for the need for an Early Help Record

Why does the children and young people in the family need support?

for example;

- A change in general wellbeing and social interaction with others
- Persistent non/late attendance at childcare or school
- A child who appears hungry or where a packed lunch or means of buying lunch have not been provided
- Where a practitioner knows of a significant event in child/young person's life that may have a negative impact such as divorce or bereavement
- Where there are worries about the family's home environment
- Having to undertake caring responsibilities
- Experiencing family breakdown
- A child who is being bullied or has become a bully
- A child who has become homeless/is living in temporary accommodation
- A young person expecting a baby or who is already a teenage parent
- A child experiencing neglect

Early help- in particular be alert to:

A child who:

- is **disabled** and has **specific additional needs**;
- has **special educational needs**;
- is a **young carer**;
- is showing signs of engaging in **anti-social or criminal behaviour**;
- is in a **family circumstance** presenting challenges for the child, such as **substance abuse, adult mental health problems and domestic violence**;
- has returned home to their family from care; and/or is showing early signs of abuse and/or neglect.

APPENDIX 7

Manor Primary Concern Form

Name of Child:

Date:

Year group and Class

Nature of concern to include date, time, place, witness, child's words and what lead to event.

Have you discussed your concern with parents/guardian? If so what was their response? (if a child makes an allegation against parent – please refer to Safeguard team immediately – do not contact parent).

Signed by:

Date:

PLEASE PASS THIS FORM TO SAFEGUARDING OFFICER ON THE DAY OF CONCERN

Action Taken Reply Slip

Staff Name:

Child's Name:

Date:

Action undertaken as a result of the cause for concern form:

Signed:

Date: