



The
Boleyn
Trust



New City Primary School Safeguarding Policy and Procedures

October 2018

Policy Creation and Review

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Named Governor

Important Telephone Numbers

Local Authority Designated Officer (LADO)

020 3373 3392

Social Services Referrals / Triage

020 3373 4600

www.newham.gov.uk/triage

Out of Hours Social Services

020 8430 2000

Protection Team (CPT) at Stratford Police Station

0208 503 1212

Police 101

999 - Emergencies only

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New City Primary School Safeguarding Policy and Procedures

1. Underpinning Principles

At New City Primary School we are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; 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'.

(Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We want all our children to achieve their full potential by:

- Being as physically and mentally healthy as possible;
- Experiencing good quality education opportunities;
- Living in a safe environment;
- Learning and working in a safe environment
- Experiencing emotional well-being;
- Feeling loved and valued;
- Receiving support from a network of reliable and affectionate relationships;
- Learning to look after themselves;
- Coping with everyday living;
- Having a sense of identity and a positive image of themselves;
- Developing their confidence and their interpersonal skills.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to report and investigate concerns.

1.1 Duty of Care

All members of staff are responsible for their own actions and behaviour and must avoid any conduct, which would lead any reasonable person to question their motivation and intentions. All work must be carried out in an open and transparent way. Staff must discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern. Records will be kept of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.

Staff must apply the same professional standards regardless of gender, sexuality, race or disability, in line with the equal opportunities and race equality policies and the disabilities equality scheme.

All staff must know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.

Staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

All staff is accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, has a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

1.2 Exercise of Professional Judgement

There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person where no guidance exists.

Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff must:

- Discuss the circumstances that informed their action, or their proposed action, with senior leadership. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- Always discuss any misunderstanding, accidents or threats with a senior manager
- Always record discussions and actions taken with their justifications

1.3 Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff has a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever staff must avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

2. Aims of our school policy:

- To raise awareness of all staff of the need to safeguard and protect our children and of their responsibilities in identifying and reporting possible cases of abuse
- To have a structured internal procedure to be followed by all staff in cases of suspected abuse
- To promote inter-agency working relationships
- To promote a systematic means of monitoring children thought to be at risk
- To support the development of the child/young person towards a positive self image, thereby fostering and increasing their security, confidence and independence
- To build work of child protection within the curriculum so that it helps children protect themselves and develop responsible attitudes to adult life and parenthood
- To ensure that there exist adequate mechanisms for offering ongoing support to staff members and children/young people involved in child protection cases

2.1 Policy objectives

Our School is most likely to have effective practice in relation to safeguarding and child protection when:

- Children feel secure, valued, encouraged to talk and listened to
- There is an ethos of mutual respect that underpins all interactions
- All adults take responsibilities seriously, use close observation skills and notice the children in their care
- Adults provide suitable welfare and guidance and are accessible
- Staff makes the parents aware of the schools' responsibilities, policy and procedures
- Staff are trained and supported to be vigilant and to recognise the signs and symptoms of child abuse
- Procedures are known to all staff
- Procedures are carried out consistently including issues concerning confidentiality

- Practice is regularly reviewed and monitored
- All staff are aware of the different social and cultural patterns and practices of the school communities and are supported to consider their concerns in context
- Information is promptly passed on to relevant professionals, when needed
- Children identified as being at risk are monitored; records are maintained of pupil's progress; reports are submitted when needed
- Relevant staff attend case conferences and are well prepared
- Up to date training on Child Protection is regularly offered
- New staff, newly qualified staff and temporary staff are given an induction to the schools procedures
- Liaison with other agencies is encouraged and supported
- Teachers use the curriculum to raise pupil's awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others

3. Context

New City Primary School services a diverse multi-cultural community. As an inclusive school, we admit a range of pupils including children with special educational needs. Our school undertake a variety of different strategies to promote the positive self-esteem of pupils as well as trying to provide an environment of trust and respect.

All parents and carers of pupils attending New City Primary School 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:

- 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
- Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy.
- 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 acceptable behaviour is and what is not and know who to turn to for help.
- 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

4. Summary of Advice

4.1 What schools, teachers and non-teaching staff must do:

- All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- They must raise their concerns via Safeguard online and ensure the DSLs are aware

4.2 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.

4.3 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:

- Phase 1) [Child Missing from Education](#)
- [Child Sexual Exploitation \(CSE\)](#)
 - [Bullying including Cyberbullying](#)
 - [Female Genital Mutilation \(FGM\)](#)
 - [Private Fostering](#)
 - [Trafficking](#)
- Phase 2) [Domestic Violence](#)
- [Drugs](#)
 - [Fabricated or induced illness](#)

- Phase 3)
 - [Mental Health](#)
 - [Faith Abuse](#)
 - [Forced Marriage](#)
 - [Preventing Radicalisation](#) and see page 10
- Phase 4) [Gangs and Youth Violence](#)
 - [Teenage Relationship Abuse](#)
- Phase 5) [Peer on Peer Abuse](#)
 - [Sexual Violence](#)
 - [Sexual Harassment](#)

5. Roles and Responsibilities

There is one key principle that guides all professional responses to child protection issues. The Children Act 1989 asserts that the welfare of the child is paramount.

Therefore all staff must:

- Be aware of their contribution to providing a safe and secure environment for all pupils and to make appropriate provision for their welfare and guidance
- Be aware of all our school policies
- Be able to access and use the Safeguard software
- All staff to have read Keeping Children Safe in Education (September 2018) and signed that they have understood the document
- Know who the Designated Person is.
- Create or contribute to the creation of a curriculum that enables children to develop self-confidence, self-esteem and the skills and understanding necessary to protect themselves and others. Please see PSHCE scheme (school website)

The Safeguard Team ensure the following:

- There is a coordinated action plan around the child and family
- Ensure that all staff are aware of their responsibilities in relation to child protection and safeguarding through regular training
- Organise and deliver training on all aspects of safeguarding and child protection
- Provide up-to-date information, advice and support to all staff
- Adhere to procedures when reporting

- Attend LA training
- Be aware of and liaise with other agencies as well as monitoring where early help could be identified.
- Attend case conferences and, if it is impossible to attend, the school will provide a written report
- Ensure that any decisions made by the Child Protection Conference are carried out
- Monitor the child's attendance if he/she is on the child protection register
- Ensure progress and development are regularly monitored and that information is recorded in the appropriate way for pupils about whom staff have concern
- Create a plan for those who are on the register or about whom there are serious concerns
- Take a major responsibility in supporting colleagues when a disclosure has been made
- Ensure that the school identifies which children are on the register when referring a child for full assessment
- Ensure that the school passes on information immediately when a child changes school - this includes transition between KS 2 and KS 3

The Safeguard Team for September 2018 are:

NAME	ROLE
Caroline Stone	DSL
Sam Dutch	DSL
Mary Bull	DSL
Donna Tokely	Attendance Officer
Wendy Rainger	Early Help Coordinator
Allison Dolan	Learning Mentor
Pat Oberstellar	Learning Mentor
Annabelle Greyling	DSL

6. If Staff Have Concerns

6.1 All Staff have a key role in establishing a supportive school environment. They establish positive relationships between themselves and pupils, as well as setting up a framework for children to work together in an enabling way.

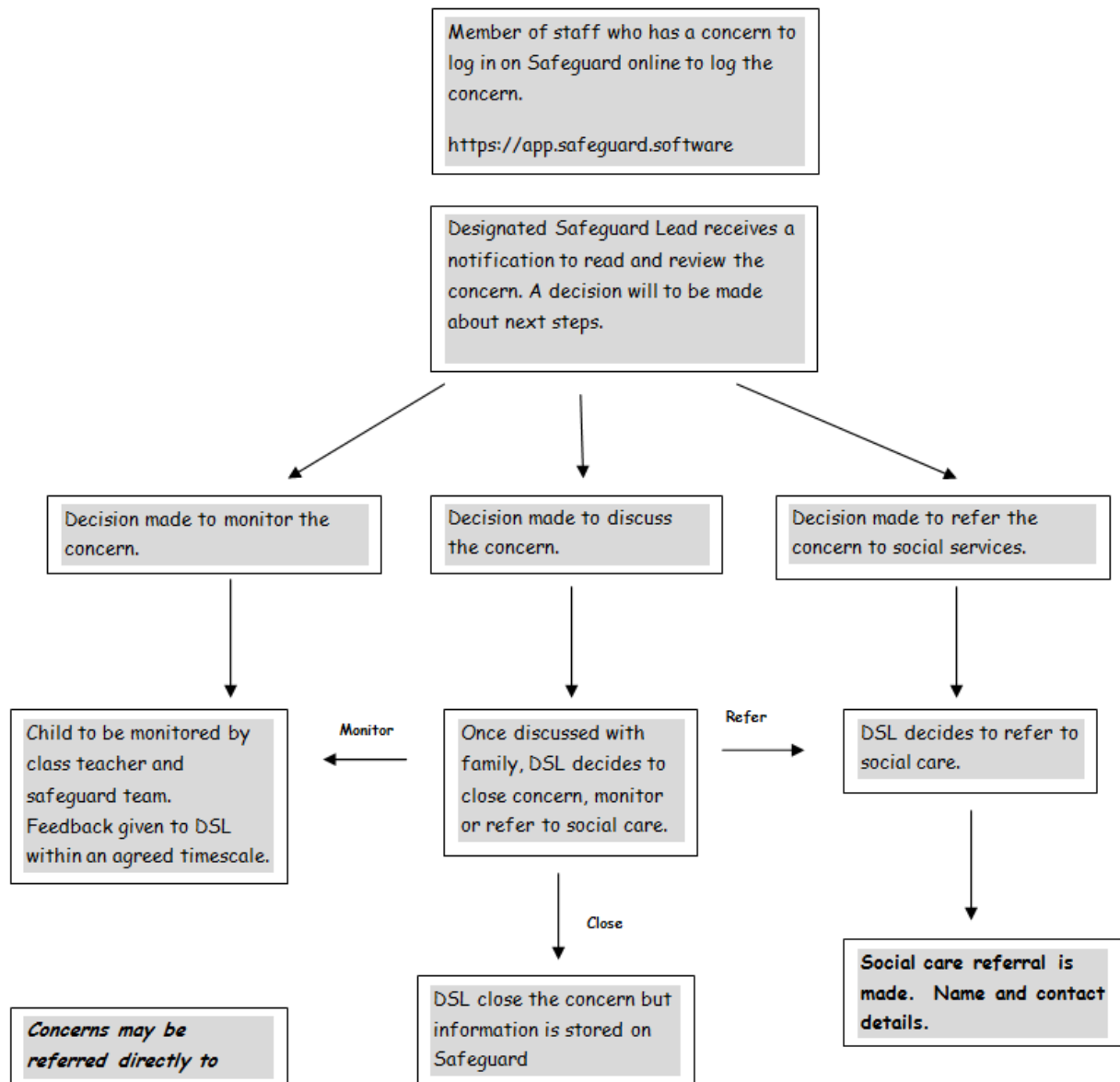
Concerns

Staff have a great deal of knowledge about children and their development. Staff should be aware through observation of any changes in a child, either in health and welfare or in their approach to learning.

Children's work may often disclose information about their feelings towards their families or friendships.

They also need to be observant about different types of behaviour, which a child might exhibit, as well as groups of children with whom they work or play.

Pathway in response to safeguard



6.2 Dealing with disclosures

Handling of the disclosure is critical to good child protection practice. For example, it may be the start of the healing process for the child or young person, or notes made at the time may be used in evidence later on. Disclosure can come from various sources: the person being abused, a friend, a parent or even the abuser.

The following points are important when dealing with a disclosure:-

- Give the child or young person time to talk in a place where you will not be interrupted

- Take what the child or young person says seriously - children rarely lie about abuse
- Stay calm; listen to the child without pressurising, without being judgmental or expressing anger or horror too strongly. The child may feel shame and guilt and may have feelings of love for the abuser, which can feel very confusing;
- Ask open-ended questions if it is necessary. Leading or probing questions may contaminate evidence needed in the future
- Do not promise confidentiality: you will have to talk to the external agencies. A false promise of confidentiality will lead to a betrayal of the trust placed in you. Explain to the child that to safe guard her/him you will need to talk to someone else. Let the child know that you will tell them in advance that you are going to do this. Tell the child who you will tell and what you have to do next and, if it is possible, make brief notes at the time on any paper that comes to hand;
- Tell the Designated Safeguarding Lead.
- Record as soon as possible the content of the conversation (1) separate fact from opinion and record both (2) record any noticeable non-verbal behaviour; and (3) record the actual words used by the child as far as possible rather than technical words and use a diagram to indicate the position of any bruising or injury onto **Safeguard**
- Make sure you continue to support the child, providing a safe place and time throughout the process of the investigation and afterwards, get some support for yourself. Do not disclose confidential information about the child or young person to colleagues, clearly, you must tell the Designated Person the details, as this is a part of the procedure and referral system.

It is vital to tell the Designated Safeguarding Lead of any concern about a child as soon as possible, in order that a decision to make a referral - or not - can be made. Our school is NOT an investigative agency. We must hand over this responsibility to the appropriate agency.

6.3 Confidentiality

As few people, as possible within the school must be informed when there is an incident regarding child protection, however, it is impossible to prescribe in terms of numbers.

Do not promise confidentiality, as you will have to talk to other people and

agencies:

- All staff in a school are aware of the confidential nature of personal information
- All staff must know how to maintain confidentiality
- Personal information about a pupil's family is confidential
- Information of a personal nature must only be given to the appropriate person.
- If there is suspected abuse, information should be given only to the Designated Safeguarding Lead (DSL)
- Other staff only need to know as much as is necessary to act sensitively with a distressed child or young person. They do not need to know details
- The teacher to whom the disclosure is made may need support in a confidential manner
- The pupil, depending on his/her age, must be kept informed of who knows and, what they know, at all stages of the procedures

It is essential that files containing information about alleged abuse are kept in a secure cabinet and only accessed on a 'need to know' basis.

6.4 Recording

Clear records can be the basis of useful contributions to the case conference and possible court cases, ensuring that sound decisions are made on the child's behalf. If there has been no disclosure or the child is too young or has a communication difficulty, monitoring and recording is particularly significant. These must be stored on **Safeguard**

The DSL will determine:

- Who decides when to start/finish recording?
- Where will the notes be kept and in what form?
- Who will have access to notes?
- Who will contribute to the notes?
- Who will collate information?
- Who will decide on further action (e.g. contact with parents/social worker?)

6.5 Categories of abuse

Some forms of abuse have no obvious signs; for example, a child who is being abused may communicate stress in a different way, i.e. by hiding it. We need to be aware of what implications there may be for children from different ethnic backgrounds, or children with disabilities or special education needs or pupils with a variety of differing communication techniques.

Listing signs and symptoms are ways of raising awareness of possible abuse, but there is often an overlap between signs and symptoms of different types of abuse.

Under the Children Act, Social Services are required to investigate if they have reasonable cause in believing a child in their area is suffering, or likely to suffer, significant harm. Significant harm must be viewed as part of a continuum of concern. Significant harm includes ill treatment and/or impairment of health or development. The Children Act states that development covers physical, intellectual, emotional, social and behavioural

development.

Categories of Abuse: there are four categories - sexual abuse, physical abuse, emotional abuse and neglect. Always remember that there can be other explanations for such signs or behaving in such ways.

Physical abuse

The actual or likely physical injury to a child, or failure to prevent injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy. - Where the nature of the injury is not consistent with the explanation given by either the child or the parent OR there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Emotional Abuse

Emotional abuse is caused by persistent and/or severe emotional rejection or ill treatment. It affects the child or young person's behaviour and development. It is often difficult to substantiate. All abuse involves some emotional ill treatment.

Sexual abuse

Sexual abuse is 'actual or likely exploitation of a child or adolescent'. The child may be dependent and/or developmentally immature.

This can include penetration of a child's vagina, anus or mouth with a finger, penis or other object; touching, rubbing or stroking or kissing of a child by an adult in a sexual manner; and adult encouraging, forcing, tricking or bribing a child to do any of the above to an adult or another child. Sexual abuse can also be an adult encouraging a child to watch or read pornographic material or making sexual suggestions to a child.

The following are always underlying factors that are present in sexual abuse: the inability of the child or young person to give their informed consent and the imbalance of power between the victim and perpetrator.

Neglect

Neglect is the persistent or severe neglect of a child, which results in serious impairment of that child's health or development. Exposure to danger or repeated failure to attend to a child's physical and developmental needs constitutes neglect.

All staff must read and sign that they have read and understood Keeping Children Safe in Education at least once a year

7. Attendance - see attendance policy

We promote and encourage attendance using lots of positive reinforcement and rewards. Attendance is monitored daily and all absences recorded. Parents will receive a phone call when their child is absent from school asking why they are absent and when they are likely to return. Cases of concern are monitored and discussed with parents. Persistent non-attendance is referred to on Safeguard and next steps are taken.

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

- 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
- 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
- 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.
- 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.
- 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.

8. Pupil Behaviour - linked to positive behaviour and anti-bullying policy

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.

- 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
- We will always record any occasion when physical intervention has been necessary
- We will always notify parents or carers of any such incident

8.1 Anti-Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Homophobic bullying and the use of words is Challenged and logged. We uphold, Lesbian, Gay, Bisexual and Transgender rights. We ensure equality is respected in all areas and directly address issues related to this.

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 may 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.

We take incidents of discrimination very seriously and we actively promote positive tolerant attitudes in relation to race, sexuality and faith. Any acts of discrimination and words used with negative connotations is challenged and logged.

Our policy on racist incidents is in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

As a school we monitor closely any incidents of peer on peer abuse which can

include bullying, cyberbullying, sexual violence, sexual harassment, physical abuse, sexting and initiating/hazing type violence and rituals.

9. Online Safety - linked to online safety policy

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.

10. Health & Safety - linked to the health and Safety policy

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.

11. Child Sexual Exploitation (CSE)

We recognise that child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

We will consider the following CSE indicators:

- Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

12. Female Genital Mutilation

FGM is something that as a school community we take very seriously. All members of staff are aware of the seriousness of this practice and have received information and guidance in relation to it.

If at any point we suspect that a family are travelling for this reason or any disclosure is made identify such practice, then the police and social services would be contacted immediately.

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through [Multi-Agency Practice Guidance](#) .

13. Preventing Radicalisation

New City Primary School is clear that extremism and radicalisation should be viewed as safeguarding concerns. 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.

Extremism

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.

New City Primary School is clear that extremism and radicalisation should be

viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs from both pupils and adults. All members of the school community have the right to speak freely and voice their opinions.

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.

From 1 July 2015 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 should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

14. The Designated Safeguarding Lead (DSL)

A referral is only made in the absence of satisfactory explanation for the cause of your concern or if a disclosure has been made.

When making a referred telephone call to Newham Triage Safeguarding Services need the following information when you telephone (but do not delay if all the information is not available):

- your name, designation, the school's address and telephone number;
- the child's name, date of birth, address and details of other family or household members;
- the name of the general practitioner;
- the ethnic origin of the child and family, the language spoken;

- detail of the concern;
- the detail of the incident, e.g. date, time, what the referrer was told and by whom, what they heard or observed, what they said or did;
- the nature of the child's family relationship with the referrer;
- the child's past and current circumstances and behaviour;
- details of agencies known to be involved and whether the family has been informed that a referral will be made:

The central Triage No. 020 3373 4600 or logged on www.newham.gov.uk/triage.

If all else fails, telephone the Police child Protection Team (CPT) at Stratford Police Station 0208 503 1212

Designated Safeguarding Lead must:

- be clear about his/her functions and tasks in the process and have an understanding of those of other services
- establish clear lines of communication
- have an understanding of the parameters of the other services in relation to child protection i.e. increase empathy and decrease prejudice
- be clear what is expected of him/her at different stages in the proceedings and adhere to these expectations

14.1 The Initial Child Protection Conference

The child's family and all professionals working on the case are brought together for the case conference. The purpose of the child protection conference is to share information, determine the level of risk to the child and recommend appropriate action. Safeguarding Services convene the meeting.

Wherever possible the Designated Person will attend case conferences. If this is not possible the teacher attending the conference needs to be appropriately briefed and at the end of the conference, when back at school, debriefed. The written report should cover:

- academic achievement
- peer relationships
- attendance
- what the child says to the teacher

- the demeanour of the child
- The relationship with the parent/s or carers.

A decision will be taken at the end of the child protection conference as to whether to place the child on the Child Protection Register. The DSL must give a recommendation to the chair, along with other agencies.

The chair decides the category to place on the register or not.

A Child Protection care plan will be drawn up by Social Services who have a duty to notify the relevant school when a child's name is added to the Child Protection Register or when a child on the Register starts school.

15. Supporting abused children in school.

15.1 The development of self-esteem is a fundamental need for all pupils. For those who have been abused, it is necessary for self-esteem work to be more focused and broken down into manageable parts.

The following tasks/activities/ways of treating the child or young person are suggestions of support that may be appropriate:

- have regular routines, be consistent and reliable and set clearly defined limits
- set tasks/activities that are achievable
- offer opportunities for the pupil to demonstrate competence
- take care to notice differences in the child
- provide opportunities for the child to give and receive positive feedback from peers
- create a safe and structured way to explore feelings and values
- respond with warmth, tolerance and dignity and maintain the child's dignity
- Help the child or young person feel a sense of control over their lives

15.2 Staff who are involved may need support themselves. Staff may be supported in the following ways:-

- Recognition - the teacher involved will need time to adjust and reflect on events
- Recognition of the emotional impact on staff involved in an allegation or investigation of abuse
- Thinking through appropriate levels of support giving time out to talk it through

- Providing access to individual or whole staff counselling if needed
- Denial - staff dealing with abuse can find themselves confronted with facts that they do not like and experience distress or strong emotional reactions. A common reaction to this is denial - denial can be personal or institution
- All staff will receive training to help them deal effectively with the incident

15.3 Support to Staff and Children

It is important to support both staff and children. Staff should be paired to someone who will listen and support them particularly during the time when there may not be very much action.

Staff will need to think of ways of supporting returning children in the phase.

Role of staff.

Every member of staff has a responsibility towards all children in all areas of child protection.

We have an obligation to safeguard all the children

Physical contact: There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this must be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

This means that adults must:-

- Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Never touch a child in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay, tickling or fun fights

This means that schools must:-

- Ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care
- Make staff aware of the DfE guidance in respect of physical contact with pupils and meeting medical needs of children

Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff must not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

This means that adults must:-

- Not use force as a form of punishment
- Try to defuse situations before they escalate
- Keep parents informed of any sanctions
- Adhere to the school's behaviour management policy

One to One Situations

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and plan and conduct such meetings accordingly. Every attempt must be made to ensure the safety and security needs of both staff and pupils are met.

This means that adults must:-

- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- Always report any situation where a child becomes distressed or angry to a senior colleague
- Consider the needs and circumstances of the child/children involved

Lone Working

Defined as: Staff who work by themselves, without close or direct supervision and /or in an isolated situation regardless of whether this constitutes the bulk of their working activities or only occasional tasks.

Where ever possible staff must not work alone but there may be times when this is necessary, for example:-

- a) Conducting meetings in the community
- b) Visiting families in their own homes
- c) Travelling in unfamiliar areas
- d) Serving notices and letters by hand
- e) Working alone with machinery, electricity, gas, etc
- f) Locking/unlocking of premises, call-outs to intruder etc. alarms
- g) Slips, trips and falls
- h) Working at height
- i) Working in otherwise unoccupied premises or away from the work places

To reduce risk of lone working staff must ensure that:-

- Another member of staff has been informed of the place of work
- Another member of staff is informed of the completion of work
- There is access to a telephone

Educational Visits and After School Clubs (refer to the Educational Visits Policy)

Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

This means that adults must:-

- Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- Undertake risk assessments prior and during the activity
- Have parental consent for the activity
- Ensure that their behaviour remains professional at all times
- Ensure that first aid arrangements are in place

The EVC coordinator for September 2018 is Caroline stone

First Aid and Administration of Medication

All schools must have trained first aid appointed persons. Teachers and Teaching Assistants may volunteer to undertake this task but it is not a contractual requirement. Staff must receive appropriate training before administering first aid or medication.

This means that adults must:-

- Adhere to the school's safety policy
- Adhere to the school's first aid policy noticing the intimate care section
- Make other staff aware of the task being undertaken
- Explain to the child what is happening
- Explain to the parent/carer what has happened
- Record the incident and actions on the appropriate forms

This is monitored by the Inclusion Manager

Accidents and Abuse

Where an accident at work occurs it needs to be reported to a member of the Senior Leadership team and appropriate actions will occur. This will include completing the borough's health and safety incident forms and following the reporting procedures. If required any risk assessments will be reviewed. Verbal Abuse, Harassment and Violence are un-acceptable and will not be tolerated at New City. In the event of any of these occurring, the school will record the events and outcomes on the borough's reporting forms and submitted to the Council. The council may take either criminal or civil action which could lead to prosecution and the withholding of services.

This is monitored by the Head Teacher

15.4 Curriculum

During the school day children need to be supervised appropriately. This means that adult to pupil ratios need to be maintained and adequate supervision provided, depending on the numbers and the needs of the children this also includes play and less structured times.

Curriculum/school activities can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care must be taken to ensure that resource materials cannot be misinterpreted and clearly relate to

the learning outcomes identified by the lesson plan. This plan must highlight particular areas of risk and sensitivity, and where required a risk assessment completed.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care must also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

Care must also be taken in the access to the internet. Children are protected by the blocking system to undesirable materials, but this is not failsafe. Children must therefore not be left unsupervised when using the computer. Additionally children will be taught about e-safety and what to do in terms of reporting to an adult what they have seen. (See Acceptable use of the internet policy and curriculum overview/scheme of work).

The planning and provision for the performance and experience of different groups will include: BME groups, LACs, MPAs, G&T, Pupils with learning difficulties/disabilities and other groups.

This means that adults must:-

- Have clear written lesson plans
- That age appropriate materials are used
- That the use of the computer/internet is supervised

This means that adults must not:-

- Enter into or encourage inappropriate or offensive discussion about sexual activity

The curriculum offers a variety of opportunities for children to learn about protecting themselves as well as different mediums to express and disclose. This is monitored by the Head Teachers and Deputy Head Teachers

PSHCE

This area enables children to learn about health issues, appropriate behaviours

and relationships. This is monitored by the PSHCE Coordinator

Online Safety

The online safety curriculum teaches children about safe use of the internet and other forms of social networking. This is monitored by the Computing Coordinator

The Arts Curriculum

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, to celebrate achievement or for publicity, such as the local newspaper, website, and promotional literature. Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration must be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

This means that adults must:-

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- Seek permission from parents/carers
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of children in their possession
- Avoid making images in one to one situations

This means that adults must not:-

- Take, display or distribute images of children unless they have consent to do so
- Store images of children on personal cameras or mobile phones

This curriculum includes ways of expressing children's creativity and emotions such as art, music, drama, and dance.

Staff can set up opportunities to help children describe their emotions or life outside of school through these curriculum areas.

This is monitored by SLT and the Arts Coordinator

English Curriculum

This area of the curriculum allows opportunities for children to use poetry or creative writing, to talk about concerns or emotions.

Speaking and listening aspect of the National Curriculum can allow staff to set up discussion groups or with individuals about aspects of child protection. This is monitored by the English Coordinator

16. Allegations against staff

Working towards a Child-Safe Newham's Child Protection Procedures for Teaching and Non-Teaching Staff', deals thoroughly with allegations against staff. (See Working towards a Child Safe Newham, section 11 [Education Department document]).

If a member of staff suspects that a colleague is abusing a child they must share that with their line manager who will inform the Head Teacher. In turn the Head will seek advice from the LADO.

If it is the Head who is suspected then staff must contact the Governors for support and advice.

17. Working in Partnership

The concept of partnership between the parents/carers and the school is important. Parents are consulted regularly and often visit the school. When a case of abuse or suspected abuse has occurred, Social Services have generally been involved.

This may leave parents/carers and teachers with a difficult relationship where both parties may feel ill at ease. We need to maintain an ethos where the need for privacy and confidentiality, within the boundaries of the child protection procedures, is overtly respected.

Awareness of and respect for different cultural backgrounds and methods of parenting and family life are important to avoid narrow judgements about what constitutes 'good' and 'bad' parenting.

It is important that parents/carers are aware of the school's policy on child protection so that they know the responsibilities that the school has in this

area. 'Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you'. The procedures we follow have been laid down by the school and LA
If you wish to know more about this procedure please contact Caroline Stone.

Responsibilities for September 2018

Responsibility

Overall responsibility lies with the governors and Head Teacher at all times

Main areas of evidence - Responsibility Evidence
 apart from protecting children from deliberate and premeditated harm

Area

Issues specific to local conditions, e.g. knife crime, gang activity, etc	Community Cohesion team in conjunction with Head and deputy head	Policy Liaison with outside agencies Learning mentor SLT
Health and Safety Educational visits Bullying	Caroline Stone Caroline Stone Sam Dutch	Health and Safety Policy Co-ordinator PSHCE policy and curriculum framework DHT records DHT records
Racist abuse Harassment and discrimination	Mary Bull Mary Bull	DHT records DHT records
Use of physical intervention	Inclusion Team- Annabelle Greyling Allison Dolan Pat Oberstellar	Named team teach teachers
Meeting the needs of pupils with medical conditions providing first aid intimate care	Inclusion team Annabelle Greyling First Aid Team	Vulnerable children's document Care Plans
Drug and substance abuse	Learning Mentor- Pat Oberstellar	PSHCE policy
Internet safety	Computing co-ordinator - Jennifer Hall	Policy
Classroom behaviour School security	All classroom staff Caroline Stone site supervisor - John Kirby	Behaviour policy Health and Safety Policy

Designated Safeguarding Leads

Caroline Stone
Sam Dutch
Mary Bull
Annabelle Greyling

Safeguarding policy and procedures

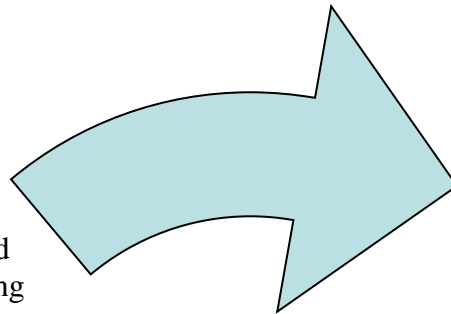
Lead Safeguarding Governor

Asha Choolhun

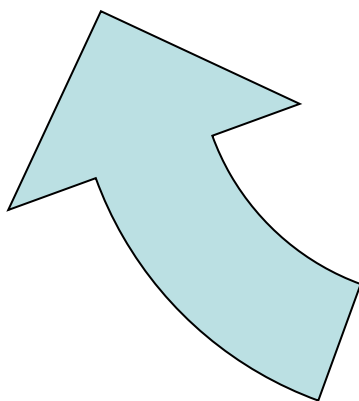
Safeguarding policy and procedures

19. Reporting and Review

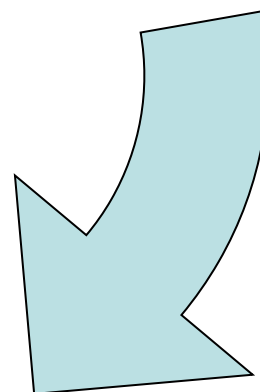
Policy author and review –A Greyling



Implementation check by staff + DSLs – report to Safeguard Team every Friday



Follow up key issues by DSL and report to A Greyling



20. Links to other policies:

- Positive behaviour and anti- bullying policy
- Attendance policy
- Online policy
- PSHCE policy
- English policy
- Arts policy
- GDPR policy
- Health and Safety policy
- Medicines Policy