



**Building Personal Success**

## **Child Protection and Safeguarding Policy**

**Reviewed by: Lynn McCann**

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**Ratified by Chair of Governors: 16<sup>th</sup> November 2021**

**Next review date: September 2022**

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## INTRODUCTION

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means they should consider at all times, what is in the best interest of the child. No single practitioner 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”*  
*Children include everyone under the age of 18.*

Keeping Children Safe in Education – DfE, September 2021

The Governing Body and staff at Brampton Primary School fully recognise the contribution the school makes, in partnership with other agencies, to safeguarding children. We recognise that all staff, including volunteers have a full and active part to play in protecting our pupils from harm and to ensure that all young people are kept safe.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school. At Brampton Primary School we recognise that all our children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate.

As part of the ethos of the school we are committed to:

- Maintaining children’s welfare as our paramount concern.
- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the school’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication.
- Monitoring children who have been identified as ‘in need’ including the need for protection; keeping confidential records that are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

## ROLES AND RESPONSIBILITIES

### School

The role of the school within this procedure is to contribute to the early identification, referral and assessment of children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to children in need and their families.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2021 as:

- Protecting children from maltreatment.
- Preventing the impairment of children’s mental and physical health or development.

- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### **Designated Safeguarding Lead**

The role of Designated Safeguarding Lead (DSL) who has overall responsibility for child protection practice in our school is:

- Mrs Lynn McCann

The deputy DSLs are:

- Mr Kevin Reid (Headteacher),
- Marie Hardie (Deputy Headteacher),
- Tracey Baillie (Deputy Headteacher),
- Mark Woodhouse (Deputy Headteacher),
- Alex Wedgbury (Assistant Headteacher),

The Safeguarding Team is further supported by Stefanie Reay, Barbara Willson, Janice Graham, Olusola Awelenje, Maria Rachon Corredera, Tarina Ringwood, Patrick Stewart who have all received training in child protection.

The Designated Safeguarding Lead and deputies are responsible for

- Co-ordinating child protection action within school, including being responsible for e-safety.
- Adhering to the Newham Safeguarding Children Board guidelines – Pan London Child Protection Procedures, relevant documents and procedures from the DfE, Keeping Children Safe in Education 2021, Working Together to Safeguard Children 2018, The Prevent Duty 2015, Newham Safeguarding Children Partnership and school procedures with regard to referring a child if there are concerns about possible abuse.
- Liaising with other agencies.
- Ensuring that locally established procedures are followed including reporting and referral processes.
- Acting as a consultant for staff to discuss concerns.
- Working with parents and recognising where support is needed and referring to the local authority Early Help Team.
- Making referrals as necessary.
- Maintaining a confidential record keeping system.
- Liaising with the Health and Safety coordinator to ensure that policies and procedures support safeguarding.
- Representing or ensuring the school is appropriately represented at inter-agency meetings, in particular Child Protection Conferences, and that reports are provided for such conferences.
- Managing and monitoring the school's part in Child Care/Protection Plans.
- Liaising with other professionals.

### **The Governing Body**

The governing body has a responsibility to ensure that policies, procedures, professional development and training in our school are effective and comply with the statutory requirements at all times. It ensures that all required policies relating to child protection and safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed annually.

The governing body monitors to ensure that all new staff members and volunteers undergo safeguarding and child protection induction training. All staff together with members of the

governing body undertake annual online safeguarding training and receive regular updates during staff briefings and Insets. The governing body will also ensure that staff have the knowledge, skills and understanding of the additional vulnerabilities of looked after and previously looked after children to keep them safe.

The governing body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's Safer Recruitment policy for further information).

## **GENERAL STRATEGIES**

At Brampton Primary School, children are encouraged to discuss their concerns through our PSHE curriculum, using the Social and Emotional Aspects of Learning (SEAL) programme materials, provide opportunity for general discussion about an individual's rights to feel safe, secure, valued and respected. Children are encouraged to discuss many aspects of life, helping them to understand the dangers of abuse and how they can be protected. Opportunity is also given for children to voice their feelings and to understand that it is right to say "No" in certain situations.

As part of this programme, bullying and developing anti-bullying strategies will be addressed and a culture of 'telling' is encouraged. Pupils are encouraged to think positively about their relationships in school, feeling safe that the school operates an anti-bullying policy with strict consequences applied for any physically or verbally aggressive incidents within school. Children are supervised by a team of adults at playtimes and lunchtimes and concerns are listened to and acted upon. Year 6 pupils have received training as Peer Mediators and Play Leaders and they are available to support children in playground situations. Children are aware that the school building is secure during the school day and reasons for the need for security are discussed openly with them. They are encouraged to notify adults in the playground area if they notice anything that makes them feel uncomfortable.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our school manages such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern will follow the same procedures.

Where possible, 'strangers' in school will be introduced to children or their presence (in the case of people carrying out repairs on site) explained to the children. All adults, staff and visitors wear identification badges.

## **PROCEDURES**

All new members of staff, volunteers, students and those on work placement receive Child Protection and Safeguarding induction by the Designated Safeguarding Lead.

Visitors to our school receive a quick reference guide to our Child Protection and Safeguarding Policy which also highlights members of the Child Protection Team.

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead (See below).

## **Responding to concerns**

Concerns for a child may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, should record the concern on Safeguard and discuss this with the DSL or Deputy as soon as is practically possible and always before the end of the school day.

## **Early Help**

Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes in identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. Staff may be required to work with and support other agencies and practitioners in an early help assessment, in some cases acting as the lead practitioner.

## **Record Keeping**

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded on Safeguard Software and the concern brought to the attention of one of the DSL and deputies. It is important that records are factual and reflect the words used by the child as closely as possible. Opinion should not be given unless there is some form of evidence base which can be quoted. It is important to remember that all issues are confidential and staff should know only on a 'need to know' basis

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child to make the disclosure at their own pace and in their own way.
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback).
- Not ask leading questions or probe for information that the child does not volunteer.
- Reassure the child that they have been heard and explain what you will do next and to whom you will talk.
- Alert the DSL/deputy for the phase as soon as possible and always before the child goes home.
- Record the details onto Safeguard Software before the end of the day.

## **Information to be recorded**

- Child's name.
- Child in normal context e.g. behaviour, attitude (has there been an extreme change).
- The information which gives cause for concern with dates and times.
- A verbatim record of what the child has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on a body map
- Action taken.

In the exceptional case of the system failing, please complete paper copies and distribute, adding the additional information detailed below.

- Name and signature of the person reporting an incident, including date and time.

**Please see appendices 3 and 4**

These basic details are vital to the information gathering process and do not constitute an investigation.

## **Storage of Records**

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly 'need to know' basis and in line with child protection guidance.

## **Referrals to Social Services**

Any staff member or visitor to the school will refer concerns to the Designated Safeguarding lead or deputies either directly or through Safeguard Software. Where there is a risk of immediate harm, concerns will be referred by telephone to Newham Referral Pathways (MASH) or the Police. Less urgent concerns or requests for support will be referred via the online portal. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Newham MASH team or the Police in making decisions about when it is appropriate to share information with parents or carers.

### **Please see appendix 2**

If a child is referred, the DSL will ensure that the Headteacher and other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child, s/he should refer directly to Social Services.

**The Headteacher should be informed of this decision.**

## **Professional confidentiality**

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead or deputies and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead or deputies with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interest to do so.

## **Records and information sharing**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst practitioners must have due regard for the Data Protection Act 2018 and the General data Protection Regulations (GDPR) it is not a barrier to sharing information. Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

## **Child Protection monitoring**

The Safeguarding Team meet weekly to discuss open cases and will closely monitor children who are subject to a Child Protection Plan, are Children in Need or a Child Looked After. In addition to this class teachers are required to complete a half termly monitoring sheet for vulnerable children.

## **Whistleblowing**

Whistleblowing is defined as ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions in line with the school’s Code of Conduct and Whistleblowing policy.

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Concerns involving members of staff**

Any concerns that involve allegations against a member of staff, this includes supply/agency staff and volunteers, should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to discuss and agree further action to be taken in respect of the child and the member of staff. In the absence of the Headteacher please speak to the member of SLT who is deputising for him. If your concern is about the Headteacher then you should immediately inform the Chair of Governors, Mrs Yolanda Musinguzi. The email address can be found on the school system and the telephone number obtained from Julie Ammi. (**See Flow Chart Guidance Appendix 5**)

Further information regarding the procedure for managing situations involving members of staff, the Headteacher or DSL can be found in Newham’s “Child Protection Procedures for Managing allegations Against Staff”. Copies of this document are held by the Headteacher.

**All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

## **Safer recruitment**

All shortlisting and interview panels will have at least one person qualified in safer recruitment practices as set out by the NCSL training. The current list of staff who have been trained in safer recruitment can be accessed through the Headteacher’s PA.

- The school will obtain an enhanced Disclosure and Barring Service (DBS) Disclosure, which includes a Protection Of Children Act list/Barred check, in respect of all people who work directly with children or who are likely to have unsupervised access to them.
- The school will allow only people who have undergone an enhanced DBS check to have unsupervised contact with children on the premises.
- The school will keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced DBS Disclosure.
- The school will always seek to obtain two references from the previous employer(s) prior to interview. However, if attempts to obtain a second reference prove unsuccessful, or when the applicant’s circumstances mean it is not possible to request a second reference, a candidate may still be appointed if the headteacher is completely satisfied with all other safeguarding checks.

- Schools are required, working with schools HR, to keep a record of all staff, including agency staff and appropriate volunteers, in the school under the Single Central Record. This indicates their DBS clearance in accordance with DCSF requirements.
- The school must have effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so.

The School follows the guidance document Keeping Children Safe in Education (2021) and will also have regard to any requirements made under the Safeguarding Vulnerable Groups Act (2006).

## **CODE OF CONDUCT**

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Staff should only give gifts to children that have been provided by the school and handed out in line with reward procedures laid out in the Behaviour Policy.

## **MOBILE PHONES**

Staff members should not routinely carry or use their personal mobile phones when working directly with children. Use of phones for checking the time is acceptable in cases where access to a clock or computer screen is unavailable. Personal phones must never be used to take photos or videos of children nor should images be shared.

## **PHYSICAL INTERVENTION**

Physical intervention should only be used when the child is endangering him/herself/others or causing damage to the school's or other children's property. Such events should be recorded on Safeguard. Staff should be aware of Brampton's Safe Touch Policy and the school's Behaviour Policy.

All physical interventions must be proportionate to the situation.

## **(See full Code of Conduct)**

All staff are required to have read and sign the acceptable use policy for computing and should be aware of their responsibility to use the Internet appropriately in and out of school.

All school staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

## **SUPERVISION AND SUPPORT**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach the Employee Assistance Programme (EAP) on 0800 882 4102.

## **TRAINING**

The Designated Safeguarding Lead (DSL) and deputies undertake child protection training appropriate to the role every two years as a minimum. All staff and governors receive

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

The school ensures that the DSL and deputies also undertake training in inter-agency working and other matters as appropriate.

## MONITORING AND REVIEW

All school personnel and governors will be given access to a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

This Policy has been written in line with Pan London Child Protection Procedures, Keeping Children Safe in Education 2021, Working Together to safeguard Children 2018, The Prevent Duty 2015 and Newham Safeguarding Children Partnership to reflect the guidance and legislation issued in relation to safeguarding children and protecting their welfare within school.

This policy forms part of our School Development Plan and will be reviewed annually.

**All staff should have access to this policy and sign to the effect that they have read and understood its content. (Appendix 6)**

## INFORMATION

School	Brampton Primary School
Child Protection & Pastoral Support Manager/DSL	Lynn McCann
Deputy Headteacher/Designated teacher for Looked After Children/Deputy DSL	Marie Hardie
Headteacher/Deputy DSL	Kevin Reid
Deputy DSL	Tracey Baillie, Mark Woodhouse, Alex Wedgbury
CP/LAC/Prevent Governor	Susan Masters
Local Authority Designated Officer	Nick Pratt
Local Authority Prevent Lead	Ghaffar Hussain
Other staff trained in child protection	Barbara Willson, Stefanie Reay, Janice Graham, Maria Rachon Corredera, Olusola Awelenje, Patrick Stewart, Tarina Ringwood

## TYPES OF ABUSE and SPECIFIC SAFEGUARDING ISSUES

*“Somebody may abuse or neglect a child by inflicting harm or by 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 others. Abuse can take place wholly on-line, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children”*

Keeping Children Safe in Education (DfE, 2021).

The four main types of abuse referred to in Keeping Children Safe in Education are:  
For further details please see appendix 1.

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four types of abuse there are specific types of abuse that our school is alerted to.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children beyond the school environment. All staff, but especially the DSL and deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familia harms (harms lying outside the family or its control) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large but it is not indicative of respect for other pupils and therefore it is unacceptable at Brampton Primary School.

### **Peer on Peer Abuse**

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. All staff should be clear as to the procedures with regard to peer on peer abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it.

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

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. Online activity which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault, this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, such as comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting
- Initiation/hazing type violence and rituals, this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

Children are capable of abusing their peers. Peer on peer 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.

Children are encouraged to speak out, voice their concerns and understand that they have the right to say “No”. Year 6 pupils have received training as Peer Mediators and Play Leaders and are available daily to support the children in the playground.

Peer on peer abuse should be reported in line with policy procedures.

### **Children with Special Educational Needs and Disabilities**

Staff are aware that children with special educational needs (SEN) and disabilities are the most vulnerable children in society and therefore can face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury related to the child’s disability without further exploration.
- Being more prone to peer group isolation than other children.
- Incidents of peer on peer sexual abuse where perpetrators are children will always require safeguarding support and a significant subgroup of these children will have special educational needs and disabilities.
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Communication barriers and difficulties that make telling an adult difficult.
- The requirement of personal or intimate care (two workers required).

### **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe the children on a daily basis and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a concern relating to the mental health of a child, this should be raised in line with procedures laid out in this policy in a similar manner that they might report other concerns.

More information can be found in the Mental Health and Behaviour In Schools guidance.

### **Self-Harm and Suicide Risk**

Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop and protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone’s vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual’s life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people that may be suffering from mental ill-health and are at risk of self-harm or suicide may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Where there are concerns that a child or young person may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the concern must be raised in line with policy procedures.

### **Extremism and Radicalisation**

Extremism is views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.

The PREVENT DUTY places a duty on schools in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”

Brampton 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.

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.

As the London Borough of Newham is a Local Authority where extremism is a concern, all members of staff need to look out for the following signs:

- Self-segregation
- Inappropriate comments in RE, P4C, circle times or any other time
- Comments in written work and creative writing
- Children being withdrawn from RE and visits to place of worship

Concerns should be raised in line with policy procedures. If necessary, Child Protection co-ordinators will contact Newham’s Preventing Violent Extremism Team for advice.

### **Internet / E- Safety**

Children are encouraged to use the internet as much as possible but at all times in a safe way. Parents are asked to give permission for their children to use the internet on entry to school. Parents, pupils and staff must sign an appropriate usage form to ensure they understand the risks and sanctions relating to misuse of the system in and beyond school.

The school will ensure that:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. Concerns should be logged on Safeguard before the end of the day, however any concerns of a significant nature must first be reported verbally to the DSL or deputy DSL before the child goes home.
- Every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home address, computer password etc.
- Pupils adhere to school policy on mobile phones.
- Training is provided to pupils, staff and volunteers on e-safety matters where necessary.

Issues classified within online safety are considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users, for example, peer on peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes harm, for example, making, sending and receiving explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

### **Children Missing in Education (CME)**

All children, regardless of their age, ability, aptitude and special educational needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing in education. Parents should always inform us of the reason for any absence before 9am each day the child is off. If no call is received from parents a text will be sent requesting they contact the school. Where contact is not successfully made, a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), Social Care or Police)

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

### **Contextual Safeguarding**

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual abuse can take different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation has been identified in all areas of the UK and the world beyond, it affects both boys and girls under the age of 18. Children are robbed of their childhood and can have a lasting impact on them and their families.

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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. 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.

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

## **Child Criminal Exploitation (CCE) including County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the victim may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using Newham pathways or a direct referral using National Referral mechanism for human trafficking.

## **CSE and CCE – Imbalance of power**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants, it may be of a financial benefit or one of status. The abuse can be perpetrated or facilitated by individuals or groups, males or females, children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. Victims can be exploited even when the activity appears to be consensual.

## **Serious Violence**

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the associated risks and understand the measures in place to manage these. Concerns should be raised in line with policy procedures.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## **Sexual Violence and Harassment**

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

## **Sexual Violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/22 as described below: Rape, Assault by Penetration and Sexual Assault.

## **Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child

on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

sexual comments, sexual "jokes" or taunting and physical behaviour.

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without their knowledge or permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Our school will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is 'just part of growing up' or a joke. Our school will manage such incidents in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures.

### **So-called 'Honour-based' Violence**

So-called 'honour-based' violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community, including female genital mutilation, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of honour-based violence (HBV) are abuse, regardless of motivation and should be handled and escalated as such.

### **Female Genital Mutilation (FGM) Information taken from NSPCC**

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. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Most girls are aged 5 to 8, but FGM can happen at any age before getting married or having a baby. Some girls are babies when FGM is carried out. Girls living in communities that practice FGM are most at risk. Data on FGM is only collected in 27 countries in Africa and also in Yemen but we know FGM is also practiced in other countries in the Middle East and in Asia. In the UK, the Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most risk of FGM ([2014](#)).

### **What to look out for before FGM happens**

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

### **Signs, symptoms and effects**

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing

- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

Families who practice FGM do not think of it as abuse.

**Any concerns of a significant nature (abuse) must be reported immediately to the DSL or Deputy DSLs before recording on Safeguard and before the child is allowed to go home.**

As of October 2015, Section 75 of the Serious Crime Act places a legal duty upon all staff to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. All staff failing to report such cases will face disciplinary action.

### **Forced Marriage**

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

### **Trafficking**

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

Our admission process ensures that where trafficking is suspected, the relevant agencies are contacted and the details are reported.

### **Risk Assessment**

In addition to procedures set out in the Risk Assessment Policy, all staff need to be vigilant in crowded areas and be aware of the general public's use of recording equipment.

## Appendix 1

### **Categories Of Child Abuse**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

#### **Physical Abuse**

Physical abuse is a form of abuse that 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.

Physical Signs of physical abuse could include:

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

#### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may also involve serious bullying, including cyberbullying, causing children to frequently feel frightened or in danger or the exploitation or corruption of children.

Signs of emotional abuse could include:

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

### **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 e.g. 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 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. Sexual abuse can take place on line, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue, please see details under the heading of Peer on Peer Abuse.

Signs of sexual abuse could include:

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

### **Neglect**

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, for example, as a result of maternal substance misuse. Once the child is born, neglect may involve a parent or carer failing to provide adequate food, clothing, shelter, including exclusion from home or abandonment or emotional warmth. It may also be neglect if the parent or carer fails to protect the child from physical and emotional harm or danger, or if they have failed to ensure adequate supervision or access to appropriate medical care or treatment.

Signs of neglect could include:

- Constant hunger
- Thin or weak looking physique
- Untreated medical problems
- Poor personal hygiene and a dirty, unkempt appearance
- Lack of warm clothes in cold weather
- Constant tiredness
- A young child who comes to school and goes home unaccompanied
- A child who is left in the home without adult supervision
- A child who clings to adults and seeks affection
- Non Attendance

### **Complex and Organised Abuse**

Complex and organised abuse may be defined as abuse involving one or more abusers and a number of related or non-related abused children and may take place in any setting. The adults concerned may be acting in concert to abuse children, sometimes acting in isolation or may be

using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse.

Such abuse can occur both as part of a network of abuse across a family or community and within institutions such as residential settings, boarding schools, in day care and in other provisions such as youth services, sports clubs, faith groups and voluntary groups. There will also be cases of children being abused via the use of electronic devices, such as mobile phones, computers, games consoles etc. which all access the internet and in particular social networking websites.

Although in most cases of complex and organised abuse the abuser(s) is an adult, it is also possible for children / young people to be the perpetrators of such harm, with or without adult abusers.

Taken from the London Safeguarding Children Board Protection Procedures, 5<sup>th</sup> Edition 2016.

## Appendix 2

### **Situations where there should be a referral to Newham MASH Team**

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

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

- Children of disabled parents entitled to carers assessment.
- A child who is disabled.
- A child who is unlikely to maintain a reasonable level of health or development.
- A child whose health and development is likely to be significantly or further impaired without the provision of services.
- Children who are suspected of being trafficked

**8. Young people remanded into Care because of criminal activity**

## Appendix 3



### BRAMPTON PRIMARY SCHOOL

### CONCERNS FORM

Record of incidents causing concern / telephone calls /contact with parents or other agencies

**Full name of child**

**Class**

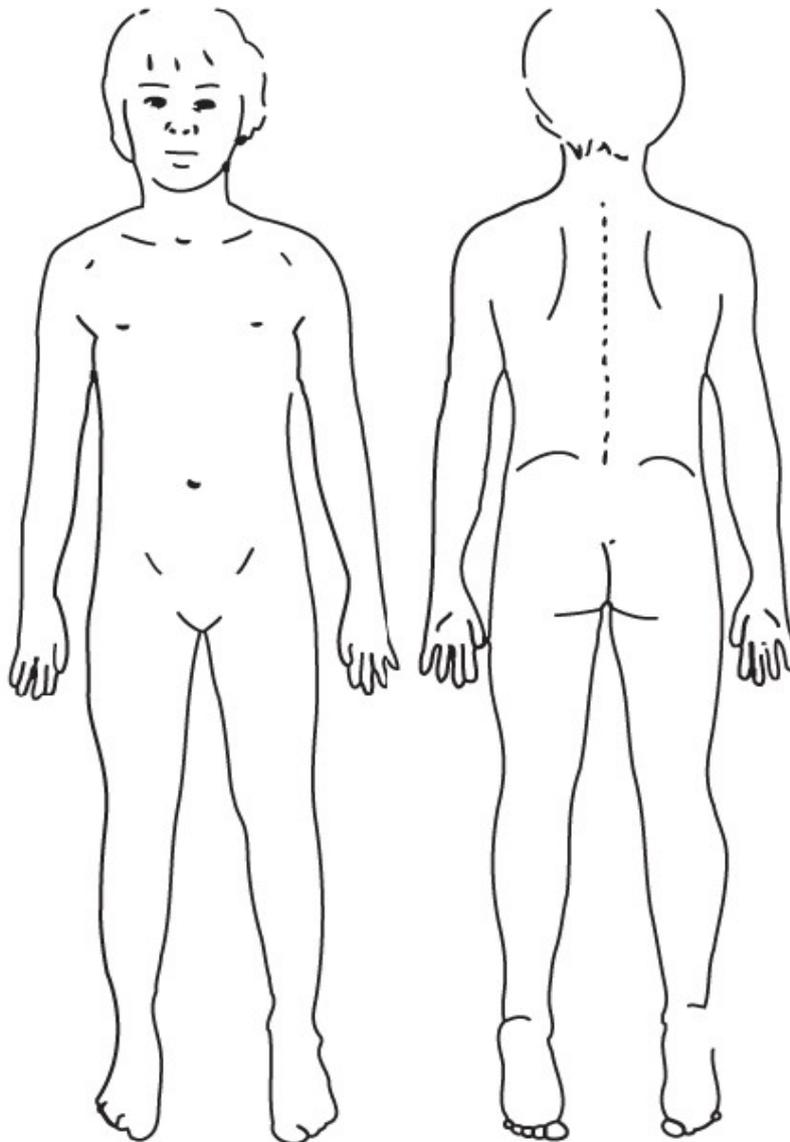
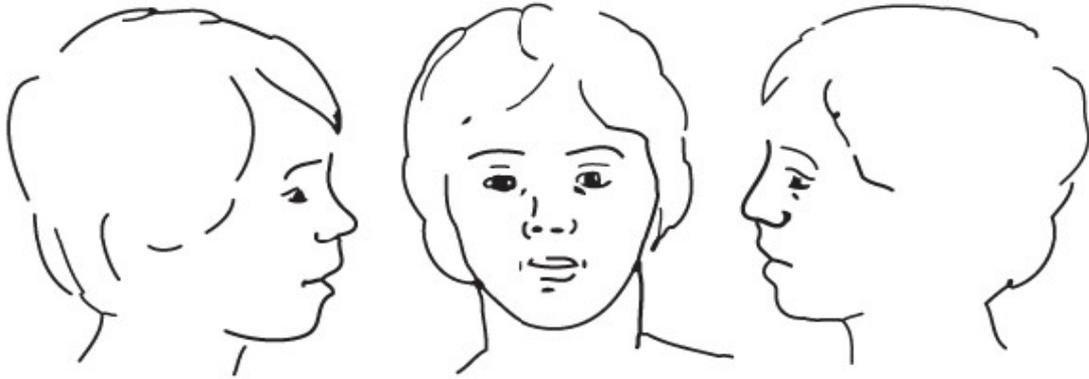
<b>Date and time of reporting</b>	<b>INCIDENT / CONCERN</b>
	<p>Signed:</p> <p>Print Name:</p> <p>Job Title:</p>

Each entry to be signed by person making entry, print name and job title. Hand to Designated Safeguarding Lead or member of the Safeguarding Team.

Appendix 4

Body Map

Indicate where the child has marks or bruises.  
Sign, date and attach to the concerns form.



## Appendix 5

### ALLEGATIONS AGAINST

### SCHOOL STAFF GUIDANCE FLOWCHART

If you become aware that a member of staff may have:

- behaved in a way that may have harmed a child or
- possibly committed a criminal offence against a child or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The child and/or alleged abuser **SHOULD NOT** be questioned but a record made of what has been reported.

**REPORT IMMEDIATELY TO YOUR HEADTEACHER**, (or Chair of Governors if the allegation concerns the HT.)

In their absence, the Deputy, or Designated CP teacher who, unless there is evidence to prove the allegation is incorrect, will:

Report to your LADO (Nick Pratt)  
(Local Authority Designated Officer for Allegations)

Nick Pratt  
Principal Officer  
Children's Planning and Review Team  
London Borough of Newham  
2nd Floor East Wing Newham Dockside  
1000 Dockside Road  
London E16 2QU  
DDI: 020 3373 4986 Int: 34986

Or seek advice  
from Schools HR  
Team re  
employment  
issues

Your LADO will:

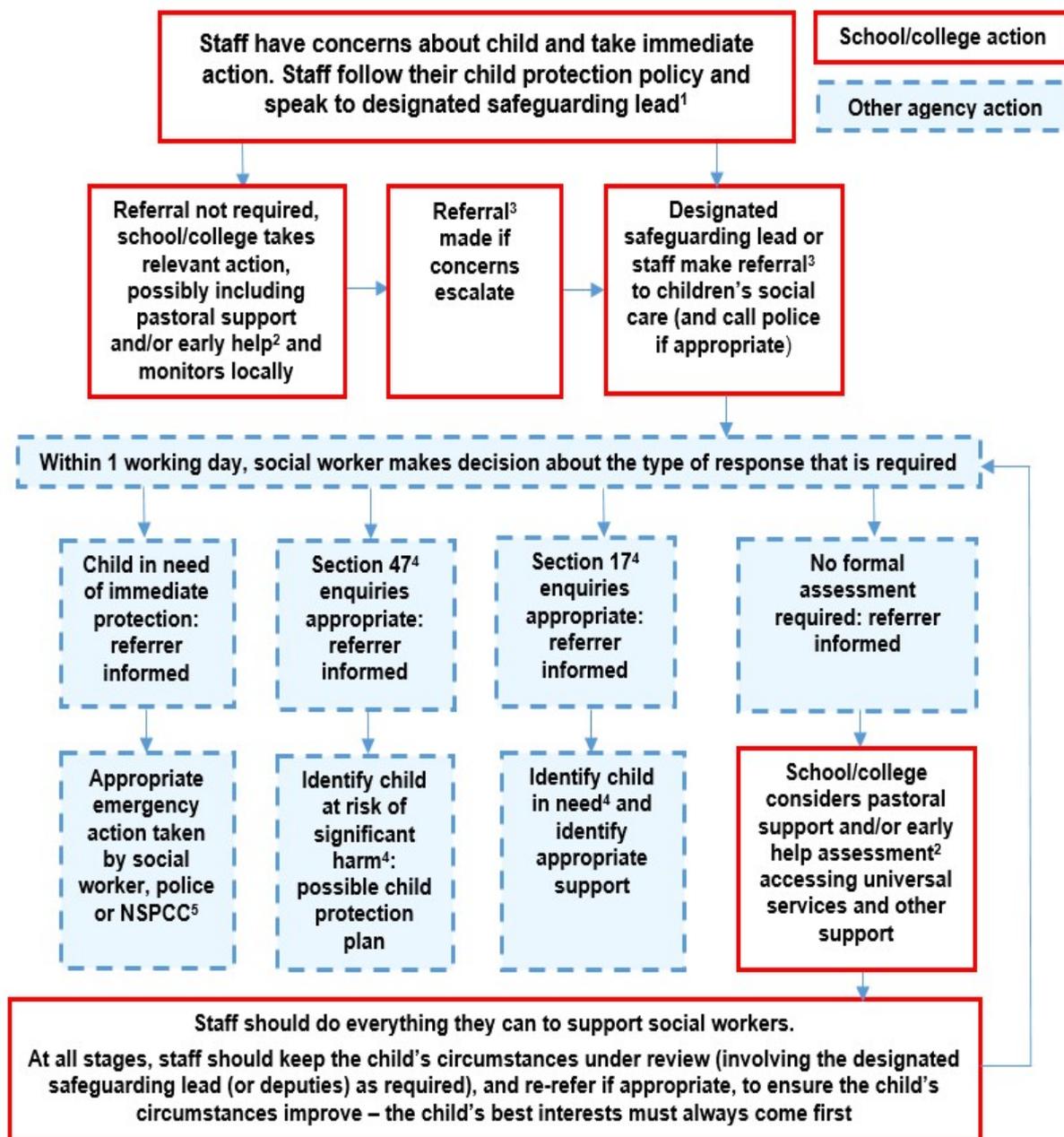
1. Consider the relevant facts and concerns re the adult and child, including any previous history.
2. Decide on next course of action – usually straight away, sometimes after consultation with others such as HR.

If the DCFS procedures are NOT indicated, the LADO will agree with you an appropriate response (e.g. the school to undertake enquiries)

If the DCFS procedures ARE indicated, a Strategy meeting will normally be held- by phone or in person. Normally the Head, the LADO, HR and often Police are invited. Info is shared, risks to children considered and appropriate action agreed – e.g. S47 Children Act enquiries, school enquiries, disciplinary measures or (unusually) criminal proceedings. A record of the meeting will be made, and further meetings held every 4 weeks until a conclusion is agreed.

## Appendix 6

### ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD Keeping Children Safe in Education – DfE 2020



**Appendix 7**



STAFF AND VISITORS AGREEMENT FORM

**BRAMPTON PRIMARY SCHOOL**

**Child Protection Policy**

I confirm that I have read and understand the school's Child Protection Policy. I understand the importance of it and I agree to adhere to it.

Name: .....

Capacity involved in school: .....

Signed: .....

Date: .....

***Please return this page of the policy to Lynn McCann, DSL as soon as possible.***

