



CENTRAL PARK
PRIMARY SCHOOL
EAST HAM

Learning Now for Future Success

SAFEGUARDING POLICY 2022

DRAFTED BY: *Paul Taylor/ Sarah Hodges*

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Safeguarding Children Policy

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Key staff:

Designated Safeguarding Lead: Mrs Sarah Hodges

Deputy Designated Safeguarding Lead: Mr Paul Taylor. (Also trained Nazima Kassam)

Headteacher: Mr Paul Taylor

Nominated Governor: Mrs Gilbertine Tchouka

Chair of Governors: Mr David Bond

Policy statement and principals

This document has been drawn up in accordance with 'Keeping Children Safe in Education' September 2022, statutory guidance for schools and colleges.

The staff and governors fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including volunteers, have a full, equal and active part to play in protecting pupils from harm and that everyone in the school has an objective to keep children and young people safe. Safer children make more successful learners. We recognise that safeguarding incidents can happen anywhere and that children can be harmed anywhere.

All the staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to minimise the risks of children being abused.

There are five aspects to safeguarding and promoting the welfare of children in need of additional support:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
2. Raising awareness of child protection issues in equipping the children with skills needed to keep them safe (including online safety, protection from FGM (Female Genital Mutilation), Radicalisation, CSE (Child Sexual Exploitation) CCE (Child Criminal Exploitation) and all other specific safeguarding issues as referenced in 'Keeping Children Safe in Education', September 2022).
3. Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

This policy is available on the school website and a hard copy is available on request. New staff will be given a copy at an induction meeting when it will be explained by the DSL (Designated Safeguarding Lead) or DDSL (Deputy Designated Safeguarding Lead).

Child protection statement

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

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.
- Raise the awareness of all staff and volunteers of the need to safeguard children and of their responsibilities in

identifying and reporting possible causes of abuse, recognising that because of the day to day contact with children, school staff are well placed to observe the signs of possible abuse

- To ensure that all staff are aware of their responsibility to discuss concerns with and make referrals to the children's triage service for Newham. 0203 3734600 <http://www.newham.gov.uk/Pages/Services/Child-protection.aspx> in the absence of the DSL. If a member of staff feels that a child is in immediate danger, the police should be called using 999.
- To clarify procedures surrounding any concerns about child which may indicate physical abuse, emotional abuse, sexual abuse or neglect in accordance with London Child Protection Procedures and the role that different staff may play in child protection conferences, initial and review, and core group meetings/ child in need meetings that may be called.
- Develop and promote effective working relationships with other agencies in protecting children from harm and in responding to concerns about possible abuse, such as Children's Services, Child and Family Consultation Service (CFCS), Early Intervention Team, Educational Psychology service, and other agencies/services coming into school to support individual pupils/groups of pupils.

Safeguarding legislation and guidance

References;

- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2022
- What to do if you're worried a child is being abused 2015
- The Teacher Standards 2012
- Help and protection for children, young people and families NLSCB 2014
- Children Act 2004
- Keeping Children Safe in Education (DfE September 2020)
- Working Together to Safeguard Children (HMG, 2018)
- Education Act 2002
- Counter-Terrorism and Security Act (HMG, 2015)
- The Prevent Duty Departmental advice for schools and childcare providers (DfE 2015)
- Prevent Duty Guidance for Further Education Establishments in England and Wales (HMG 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- General Data Protection Regulations 2018 (GDPR)
- What to do if you're worried a child is being abused (HMG, 2015)
- Searching, screening and confiscation (DfE, 2018)
- Children Act 2004
- Children and Social Work Act 2017
- Modern Slavery Act 2015
- The Homelessness Reduction Act 2017
- Preventing and Tackling Bullying (DfE, 2017),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)
- Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- Advice on Whistleblowing in Maintained Schools (DfE 2014) <https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>
- When to call the police (National Police Chiefs Council NPCC 2020) Child Centred Policy
- Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- Relationships and sex education (RSE) and health education (DfE 2020)
- 'Sexual violence and sexual harassment between children in schools and colleges' (DfE, 2021)

School roles and responsibilities

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

At Central Park Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy. All staff in our school are familiar with the Early Help Team.

The Designated Safeguarding Lead (DSL):

- Is a member of the SLT and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of advice and support and expertise to the school community on child protection matters.
- has a working knowledge of Newham Safeguarding Children Partnership (NSCP) procedures. The flow chart in Appendix 2 is a guide to how to proceed for raising safeguarding concerns in all cases.
- makes staff aware of Newham Safeguarding Children Partnership (NSCP) training courses and the latest policies on safeguarding
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and relevant staff.
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or the police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child in need and child protection conferences
- coordinates the school's contribution to child in need and child protection plans
- develops effective links with relevant statutory and voluntary agencies including the Newham Safeguarding Children Partnership (NSCP)
- is aware of the requirement for children being investigated by the police to have an appropriate adult.
- ensures that the child protection policy and procedures are reviewed and updated at least annually
- liaises regularly with the nominated governor as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.
- the DSL will be available at all times. Should the DSL be off site she can be contacted by telephone or email in emergencies.

The Deputy Designated Safeguarding lead:

The deputy DSL is trained to the same level as the DSL. In the absence of the DSL the deputy carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Governing Body:

The governing body has a responsibility to ensure that the policies, procedures and 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 at least annually.

The governing body also ensures there are a named Designated Safeguarding Lead and Deputy Safeguarding Lead in place and that they have their safeguarding role explicitly in the job description and are trained for the role as set out in Keeping Children Safe in Education 2022.

The governing body ensures the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements.

The governing body monitors to ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The governing body will also ensure that staff has the knowledge, skills and understanding of the additional vulnerabilities of looked after and previously looked after children to keep them safe.

The governing body assures that children are taught to keep themselves safe, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place in school. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum.

The governing body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

The governing body ensures that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

If the school premises are being used for non- school activities the governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting themselves appropriately
- involving pupils in decisions that affect them

- all staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff will receive a briefing during their induction, which includes the school's safeguarding policy and staff code of conduct policy, reporting and recording arrangements, and details of the DSL. All staff, including the DSL, head teacher and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access, NSCP, briefings and staff meetings throughout the year.

Relevant documents all staff must read:

- Keeping Children Safe in Education (2021) [Part One];
- Staff Code of Conduct
- Safeguarding Policy
- Behaviour and Discipline Policy

Safer recruitment

- All interview panels will have at least one person qualified in safer recruitment practices as set out by the NCSL (National College Schools Leadership) training.
- The school will obtain an enhanced DBS (Disclosure and Barring Service) disclosure, which includes a Protection of Children Act / List 99 (Barred) check, in respect of all people who work directly with children or who are likely to have unsupervised access to them. The school complies with the requirements of Keeping Children Safe in Education (DfE 2022) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history.
- The school will only allow people who have undergone an enhanced DBS check to have unsupervised contact with children. The school ensures that the recruitment process is robust and does not rely on the DBS alone – it is part of the safeguarding procedures.
- The School will keep records to demonstrate that the checks have been done, including the number and date of issue of the enhanced DBS Disclosure; this will be included in the single central record (SCR).
- As required by 'Keeping Children Safe in Education', September 2022, all members of the school's Governing Body hold an enhanced DBS check.
- Take account of safe working Practices for staff and volunteers
- In addition, all staff recruited will be required to provide two references, confirmation of ID (Identification Documents) and qualifications, proof of mental and physical fitness, verify the person's right to work in the UK (United Kingdom), and if the person has lived or worked outside the UK, the school will make further checks that they consider appropriate. Staff files will be regularly reviewed to ensure compliance with safer recruitment standards.
- Good practice guidance as outlined in 'Keeping Children Safe in Education' September 2022 should always be followed.

- All relevant staff are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the school
- The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Volunteers and regulated activity

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked have unsupervised contact with children.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day. Contractors will be given a copy of appendix 3 – Guidelines for contractors on site before they start work.

Work Experience

Secondary school pupils who undertake work experience are given an induction interview where they receive input on Health and Safety and Safeguarding. They will not work unsupervised with children. Should any safeguarding concerns be raised in relation to these pupils then the placement will be suspended and their school contacted.

The Curriculum

Through various aspects of the curriculum, staff will raise pupils' awareness and build their confidence. They will develop a range of contacts and strategies to ensure their own protection and that of others. They will also recognise that pupils need opportunities to develop the skills they need to recognise and stay safe from abuse. This will be done in an age appropriate way.

The principles embedded in this policy link into other policies relating to Health and safety, Personal Social Health Education (PSHE), Religious Education (RE), E-Safety, Relationship and Sex Education, Anti-Bullying, Inclusion Behaviour, Confidentiality and Looked After Children. Since September 2020 RSHE is compulsory in primary schools – the school has a clear programme in place to support this.

The school will work with charities/ external providers e.g NSPCC (National Society for the Prevention of Cruelty to Children), FORWARD (Foundation for Women's Health Research and Development), school nurse to provide appropriate programmes for children and their families in key issues, i.e. FGM, CSE, Radicalisation.

Online Safety

At Central Park Primary School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The breadth of issues classified within online safety is 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 to 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 (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Our Online Safety Policy, set out in a separate document, reflects the breadth of issues and the consideration we give to the protection of our children and online safety. Schools have a major responsibility to educate their pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies (Becta).

We understand that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access could result in children engaging in child on child abuse by harassing (maybe sexually) their peers via their mobile and smart technology, sharing of indecent images: consensually and non-consensually (often via large chat groups), and view and sharing inappropriate or harmful content. Children at Central Park Primary are not allowed mobile phones in school.

We understand the importance of working with parents as they also have a vital role in keeping their child safe online. We provide workshops and direct parents to appropriate information. The school website also contains information and advice for staff and parents on how to keep children safe.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, the effectiveness of these are regularly reviewed.

Early Help

At Central Park we believe that Early Help is a key strategy to safeguard our children. When used effectively it reduces the need for social service involvement.

At Central Park we have a family support officer, learning mentor and pastoral workers whose roles are to implement Early Help strategies. A range of Early Help can be offered including; workshops, focus groups (Friendship, Self Esteem and Positive Interaction), dyslexia programs, funded breakfast club and other extended hours provision, signposting parents to relevant agencies/provision, ESOL classes (English for Speakers of Other Languages), support with forms, calls and applications. Their role is to work with children and families identified through concerns raised by staff or identified by our Whole Child Attribute Assessment (WCA). This may include home visits, parent workshops, group or individual work with children. When appropriate an Early Help Record (EHR) will be completed by the DSL or family support officer to track effectiveness of support by school and from parents. When necessary external agencies will be contacted for further assessment and support.

Child protection procedures:

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. Any concerns about a child or young person at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Lead (DSL).

All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Board guidelines
- Keeping Children Safe in Education (DfE, 2022)
- Working Together to Safeguard Children (DfE, 2018)

- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- When to call the police (National Police Chiefs Council NPCC 2020) Child Centred Policy

Children who may be particularly vulnerable

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

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children and young people with special educational needs and disabilities or certain health conditions can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- children with SEN and disabilities can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

At Central Park we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- using communication tools to support pupil voice
- observing, recording and exploring any changes in behaviour, mood or injuries.

Staff are aware that a child or a young person may be LGBT (lesbian, gay, bi, or trans) is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe

space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is 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

Keeping Children Safe in Education (DfE 2022) refers to four categories of abuse. These are set out in **Appendix 1** along with indicators of abuse. All staff must be familiar with these categories.

If you are concerned about a pupil's welfare

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". **Appendix 2** contains a flow chart of procedures to follow for raising safeguarding concerns about a child.

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family. In these circumstances, staff will try to give the pupil the opportunity to talk, they may complete a pupil voice to guide conversation around the following areas of a child's life: home, school, friends, about me and hobbies. If the member of staff has concerns following an initial conversation with the pupil, they should discuss their concerns with the DSL. Staff can seek support if they are distressed by an incident or disclosure. Support can be from line managers or Newham Employee Assist 0800 3281437

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

Staff must record all concerns and information on SAFEGUARD SOFTWARE (part of the Smoothwall family).

If a visitor has any concerns, they must complete the safeguarding and child protection referral form which is at the front office, all details must be recorded and the form then given and discussed with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. **Appendix 1** lists the different categories of abuse and the signs to look out for. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupil staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'You are doing the right thing in talking to me'
- don't be afraid of silences
- never ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort

- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete a referral through SAFEGUARD SOFTWARE
- Record your notes straight away - use the child’s exact words and phrases.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. This must not be done by other staff. Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with the Data Protection Act 1998 and in line with GDPR requirements.

Information sharing is guided by the following principles. The information is necessary and proportionate, relevant, adequate, accurate, timely and secure. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Keeping Children Safe in Education (2022), paragraph 57: DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Historical paper based information and other written information will be stored in a locked facility (in the Head Teacher’s office) and any electronic information will be stored on a secure server and only made available to relevant individuals. Child protection information will be stored separately from the pupil’s school file and the school file will be ‘tagged’ to indicate that separate information is held.

Referral to children’s social services

The DSL will make a referral to children’s social services if it is believed that a pupil is suffering or is at risk of suffering significant harm. This will be done following LSCB guidance and their advised thresholds. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children’s social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil’s safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

If the school does not hear back after a referral after 24 hours then the DSL will call to find out more information. Where the school feels a decision is not correct and the case does meet the criteria then it will be re-referred.

Children Subject to a Child Protection Plan

The school must be aware of all children who are subject to a child protection plan. The DSL is responsible for ensuring that a school representative attends and provides a report for all child protection conferences. This will also include children who are the subject of Supervision Orders. The DSL should liaise with other agencies which support the pupils such as CYPS; Mental Health Service; Educational Psychology Service, New Day. The Designated Lead will ensure that where a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Allegations against staff (whether as a teacher, supply teacher, other staff, volunteers or contractors):

At Central Park Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'. Newham's Local Authority Designated Officer (LADO) – Nick Pratt or Alex Mihu 0203 3733803 / 0203 3736706

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Whistle blowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy. The school's whistleblowing policy is available on the school's website and outlines how staff can raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors. Staff may also report their concerns directly to Newham Safeguarding Children Partnership (NSCP) or the police if they believe direct reporting is necessary to secure action. Failure of staff to report any concerns they may have regarding another could be a disciplinary issue.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Site security

All staff and all visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place and risk assessments completed.

Types of abuse / specific safeguarding issues:

Children demonstrating sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. The school follows the guidance set out in Brooks Sexual Behaviours Traffic Light Tool to identify concerning behaviour.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Staff should be aware of the importance of:

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

Staff, who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible. Child on child abuse will be investigated by the DSL.

Child on child abuse:

All staff should recognise that children are capable of abusing their peers and be clear on how to deal with such incidents and be clear that child on child abuse will not be tolerated and is not "banter" or part of "growing up". Child on child abuse is likely to include but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual Violence
- Sexual harassment- unwanted conduct of a sexual nature- both on and offline
- Sharing nudes and semi nudes (previously known as 'sexting')
- Initiation/hazing type violence and rituals
- Upskirting (see below for more info)
- initiation/hazing type violence and rituals.

If staff have the above concerns they must speak to the DSL or DDSL and follow the flow chart in Appendix 2 is a guide to how to proceed for raising safeguarding concerns in all cases. If children have any concerns they can be raised in their class worry box or our online worry box which can be accessed on the website. Concerns can be raised anonymously but children are encourage to share their name so concerns can be dealt with accordingly.

Upskirting

Since 12 April 2019, upskirting has been a criminal offence in England and Wales. Due to upskirting now being classified as a crime, KCSIE 2019 has been updated to include it as an example of child on child abuse.

Upskirting is described in the following way by KCSIE - “Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm”.

Under the Voyeurism Act, upskirting offenders can now be arrested, face up to 2 years in prison and have their name placed on the sex offenders register if caught upskirting. This includes instances where culprits say the images were taken just for a laugh.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying policy which can be accessed on the website.

Contextual Safeguarding.

All staff, but especially the DSL should be considering the context within which incidents and/or behaviours occur. ‘As well as threats to the welfare of children from within their families, children may be vulnerable to abuse of exploitation from outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

These extra-familial threats may arise at school and other educational establishments, from with peer groups, or widely from within the wider community and/or online...’ (Working Together 2018). Contextualised safeguarding issues for Central Park are the impact of Domestic Abuse (DA) on families and children, neglect, mental health, impact of gangs and knife crime, healthy lifestyles - being more active and healthy diet. The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

Use of reasonable force/Positive handling

There may be occasions where a member of staff has to use physical reasonable force/positive handling in order to prevent a pupil from harming themselves and others. Our policy on physical intervention/restraint by staff is set out in a separate policy and acknowledges that staff must only use reasonable force/positive handling as a last resort, and that at all times it must be the minimal force necessary to keep our pupils safe. We understand that physical intervention which causes injury or distress to a child may need to be considered under children protection or disciplinary procedures. Staff who are required to restrain have had Positive Handling training. All incidents where a child is restrained will be recorded immediately after an incident.

Children Missing from Education (CME)

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL alongside the school’s Education Welfare Officer and Pastoral Team monitor unauthorised absence, irregular attendance and poor attendance and take appropriate action.

We will always follow up with parents/carers when pupils are not at school, this be through phone calls or home visits if we are unable to make contact. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

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. Including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. Details are outlined in the school's attendance policy. Any family identified as being a possible flight risk will be monitored closely and appropriate action taken e.g. contact the police immediately.

In response to the guidance in Keeping Children Safe in Education (2022) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. The school includes the risks of sexual exploitation in the PSHE and RSHE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. (See definitions in Appendix 1)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff need to be aware of signs of possible involvement which may include being collected from school by older pupils or adults, missing episodes of school and unexplained gifts. All staff are trained to increase awareness of county lines, any concerns will be reported immediately to the DSL.

Children with Family Members in Prison

Children who has a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will support the children and families to mitigate any negative consequences as a result of this.

Domestic Abuse

Domestic Abuse is a growing concerns and issue within the local community. Children can be the victims of domestic abuse where abuse occurs between parents or carers. Exposure to DA can have a serious, long lasting emotional and psychological impact on children and young people. The school will support families and children through this time. There may be times when families will be moved into a refuge, it is important that during this time the school maintains contact to ensure they are safe and support wellbeing. The school is informed of any incidents through Operation Encompass this ensures the school is aware of any DA incident that has been attended by the police. This allows quick intervention to support the child/children in school by the Pastoral Team and alerts key adults to monitor the children.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Homelessness

Being homeless or at risk of being homeless is a risk to a child's welfare. Where the school is aware of such situations contact will be made into the housing office so that concerns can be raise at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as eviction. The school will support families during this process – this does not mean

that homelessness can be avoided. Where a child has been harmed or is at risk of harm then a referral should be made to social care by the DSL as in normal circumstances.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The school will monitor pupil absences and holiday/leave requests where there is a risk of FGM. If staff know or think a pupil has undergone FGM then **they** must report this immediately to the police (999). If staff think there is a risk a pupil is about to have FGM carried out then it must be reported immediately to the DSL.

Honour-Based Abuse (HBA)

'Honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. Honour based violence could be committed against someone who;

- no longer wishes to remain married to a partner - this could include domestic violence
- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Honour based crime is taken very seriously and each case is dealt with sensitively and confidentially.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Breast Ironing

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law. All staff are made aware of the indicators of Breast Ironing and all concerns are reported immediately to the DSL.

Radicalisation and Extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. Staff undertake online training to help them identify signs of extremism.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. At Central Park we value freedom of speech and the expression of beliefs. However, where children are manipulated or exploited through the normalisation of extreme views that could leave them vulnerable to radicalisation will be responded to as a safeguarding issue and referred to our partner agencies including Prevent. Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form particularly in Newham however staff should also remain alert to the risk of radicalisation of others forms of extremism e.g. the far right. The school carries out an annual Prevent Risk Assessment (**Appendix 5**)

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they must raise this with the DSL and the school will notify the local authority of the circumstances.

Looked after children including Special Guardianship

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

Mental health

At Central Park, we understand that mental health and well-being (MHWB) is fundamental to our values, mission and culture. We have well established whole-school approaches to MHWB. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

We help our children to flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. We have Well-being teams for children and staff; also a group of trained children who are Well-being Champions. We have well-being hubs for children and staff if they need a place to be still and/or talk. We use ReBalance sessions for those children who require sessions to further support their emotions. We have built good links with professionals, such as LCIS, CAMHS - who provide timely advice and support.

We have introduced Zones of Regulation across the school, which supports children to recognise their feeling and use tools and strategies to regulate themselves. Children 'check in' first thing in the morning when they enter the classroom and again after lunch.

Appendix 1

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or '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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse and neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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.

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for

anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Child sexual exploitation definition:

The definition, which can be found on KCSIE (2022) is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;

- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Child Criminal exploitation definition

The definition of Child Criminal Exploitation, which can be found on KCSIE (2022) page 13, is:

CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

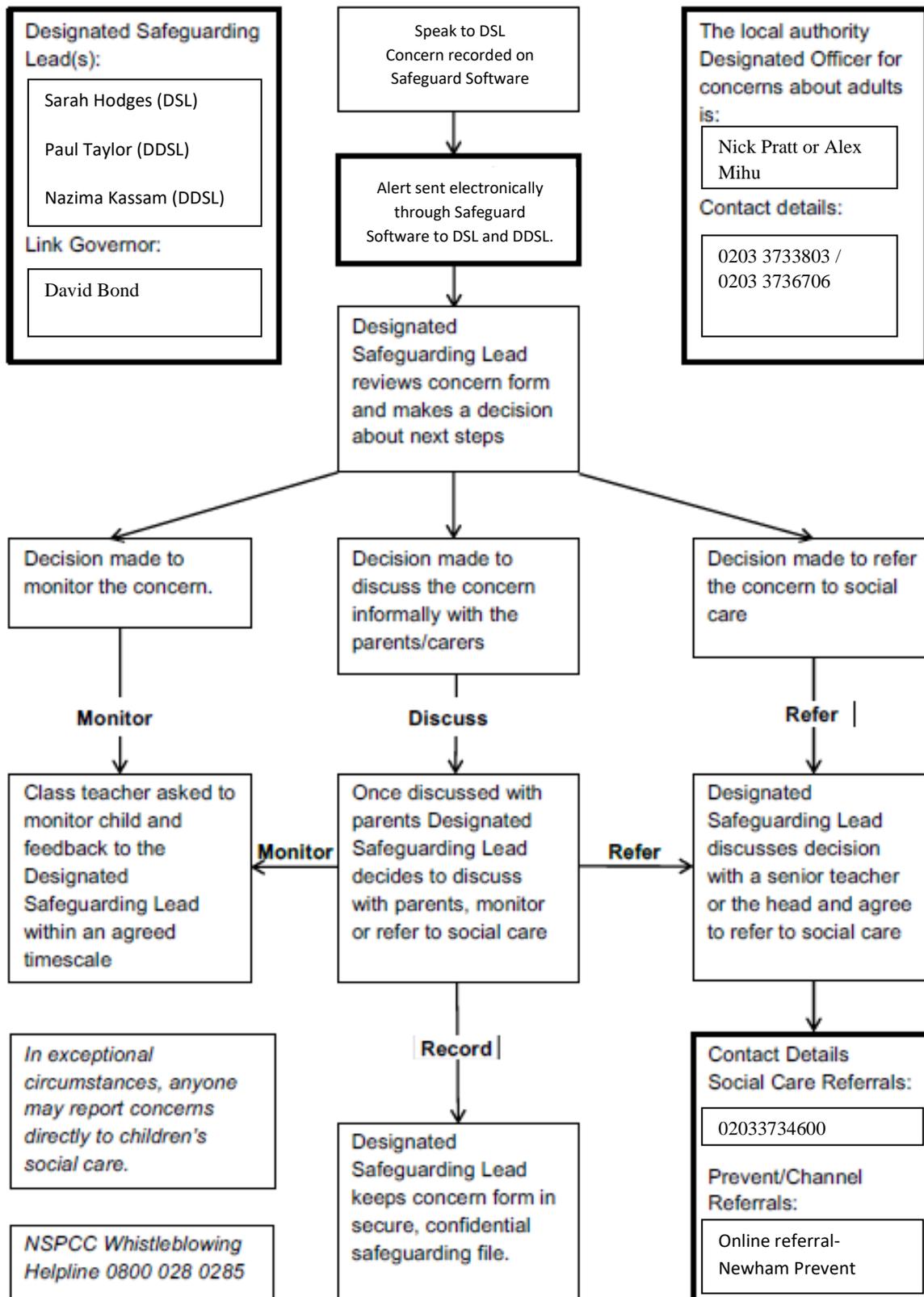
Serious violence

Staff are aware of the indicators, which may signal 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.

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. 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.

Appendix 2

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 3: Safeguarding – Guidelines to contractors on site

At Central Park we expect all contractors to behave in a way that upholds our safeguarding principles. Outlined below are some points to ensure this happens.

- Contractors are encouraged to telephone and make appropriate arrangements prior to visiting the school. They must either contact the Head Teacher, Site Supervisor or School Business Manager
- All contractors must report to the general office where their identity will be checked. Please present photographic ID. The Site Supervisor/Business Manager will then be informed of their arrival.
- Disclosure & Barring Information should have been given to school before work undertaken. Where an appropriate DBS check has not been undertaken the contractor will be supervised if they will have contact with children.
- Contractors will work under the close supervision of the site supervisor so as not to endanger the health and safety of children or adults in school.
- Any equipment that contractors bring into school must be stored in a safe place away from corridors, classrooms, or any areas used by adults or children.
- No repairs or maintenance can be carried out in areas which children or adults are occupying, this includes cloakroom and toilet areas.
- If contractors are working near the children's play areas, then all equipment and machinery must be cleared away during this time, and the contractors must leave the area, or area should be fenced-off to ensure safety of the children.

All work will be monitored by the site supervisor and any concerns reported to the Head Teacher, the contractor concerned and the appropriate department at the LA.

We ask you not to:

- Smoke in the building or in the grounds as we are a no-smoking site.
- Wear clothing that could be considered unsuitable, offensive, revealing or provocative.
- Talk to the children (our children are asked not to talk to strangers).
- Take out mobile phones when around children.
- Give personal contact details to any child, young person, or their parents.
- Move any vehicles when children are at play.
- Work on or near the playgrounds when the children are at play
- Leave unsupervised equipment or materials lying around
- Use inappropriate language
- Play music during school hours
- Use routes other than those pre-agreed access routes

Policy on the Use of Hazardous Substances in School

All substances which may be hazardous are kept in a locked store. Any staff ordering chemicals must only order those covered by the COSHH register.

Any member of staff using chemicals must:

- Check the substance against the COSHH register
- Follow procedures laid down for use
- Be aware of procedures for avoiding exposure and for control
- Inform the Head Teacher or Deputy Head Teacher of any difficulties

If you are unsure of anything ask a member of the school staff

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| Area of responsibility | Action taken/already in place to mitigate | Actions to be taken | By Who By When |
|--|--|---|---------------------------|
| <p>We take account of our local as the school is located in a multi-cultural area with a diverse population. Many of the pupils attend mosque. We have links with key members of the local community. We work closely with families to ensure we have open conversations. We also provide information to parents to encourage good links.</p> | | | |
| <p>Leadership and values</p> | <ul style="list-style-type: none"> -All staff have read the Staff Code of Conduct Policy and “Keeping Children Safe in Education”, September 2022. -All staff know who the Prevent Lead is (Sarah Hodges) and that this person acts as a source of advice and support. -The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, June 2015) about signs and indicators of radicalisation. (indicators added at the end of the document) -All staff have read the Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty. -All staff understand how to record and report concerns regarding risk of radicalisation - in line with safeguarding procedures. | <ul style="list-style-type: none"> -SPOC to look regularly at updates on the state of radicalisation & terrorism and for key vocabulary www.rusi.org www.educationagainsthate.com http://counterextremism.lgfl.org.uk -Staff to be aware that extremism and radicalisation includes all forms including Islamic and the far right. | <p>SPOC - regularly</p> |
| <p>Safeguarding</p> | <ul style="list-style-type: none"> - Safeguarding issues are raised in regular team meetings. -All staff are aware of the schools Complaints Procedures and Whistleblowing Policy. Both have been used effectively in the past regarding safeguarding concerns. -Key values are displayed for all visitors to see. -Where there is a suspicion that a family is a flight risk the SPOC will be informed of absences immediately | <ul style="list-style-type: none"> -Ensure new staff are aware of the policies and procedures and know what this means in practice. -To ensure policies are located in a place for staff to easily access. -To ensure that schools that children move to after leaving us are registered schools. If not report to the appropriate authority. | <p>SPOC All staff</p> |
| <p>Staff training</p> | <ul style="list-style-type: none"> -All staff have been given Safeguarding Training and an awareness of the Prevent responsibilities as outlined in KCSIE (2022). Staff are aware that if they are unsure of any aspect of safeguarding they have a duty to seek advice from the Safeguarding lead - senior/key staff attended WRAP training -Prevent Agenda (07.07.21) - staff have undertaken Online Chanel awareness training- certificate as proof of completion. -Staff have had Safeguarding Training which included Prevent | <ul style="list-style-type: none"> Staff to be made aware that often those who have been radicalised do often have strong British values. -Relevant staff have completed the “General Awareness Training on Channel”. -Ensure staff who join at other points in the year receive appropriate training - including volunteers | <p>SPOC</p> |

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|-----------------------------|--|--|--|---------------------------|
| <p>Partnership</p> | <ul style="list-style-type: none"> -Designated Safeguarding lead is the single point of contact (SPOC) for radicalisation and extremism enquiries. DDSL deputises in her absence. -Staff record and report concerns in line with existing safeguarding guidelines and procedures. -SPOC has links with key staff including LBN Prevent Lead Ghaffar Hussain, Prevent Education Officer Amy Strode and SO15 Officers -The SPOC is aware of the procedures for making appropriate referrals to other agencies including the Multi-Agency Safeguarding Hub (MASH) and Channel Panel. -The SPOC has regular communication with other agencies involved with particular families related to Prevent and attends appropriate CIN meetings and shares information. | | <ul style="list-style-type: none"> -SPOC to report to governors regarding the School's Prevent Procedures. - Be vigilant of organisations that are opposed to the Prevent Agenda and may seek to find out and disrupt school procedures eg Mend, Prevent watch, Cage and others. We have become aware of these through previous cases. | <p>SPOC Governors</p> |
| <p>School Environment</p> | <ul style="list-style-type: none"> -The school exercises "due diligence" in relation to external speakers and organisations using school premises. -Staff are present in the playground and the start and end of the day and vigilant of any unsolicited material being distributed. They know to report any behaviour linked to extremism. | <p>Ensure all stakeholders are aware that the school does not host events or speakers supportive of, or conducive to, terrorism. Research organisations - deny permission if they have links to extremism. Contact them in writing to justify the decision.</p> <ul style="list-style-type: none"> - Any comments made by pupils should be used as a discussion point regarding different religions and ways of praying | <p>All staff</p> | |
| <p>Safety Online</p> | <ul style="list-style-type: none"> -The school has policies in place which make reference to the "Prevent" duty, Online safety policy, Acceptable use policy and Anti-bullying policy. -Children are taught about on-line safety as part of the curriculum and during anti-bullying week. -All staff sign Acceptable User Policy which clearly outlines expectations and use of internet. -Only school devices to be used on school wi-fi -Appropriate filters are in place to ensure that learners are unable to access terrorist and extremist material online through school servers and LGFL | <ul style="list-style-type: none"> -To ensure staff understand what terrorist/extremist material looks like and are confident to share concerns through the appropriate channels if they do encounter this material. -All pupils (particularly 5 and 6) are aware of their individual responsibilities in the online space, especially regarding freedom of speech. | <p>All staff SPOC</p> | |
| <p>Site Security</p> | <ul style="list-style-type: none"> -All staff check in at the front desk. - Visitors are required to sign in at the front desk -All visitors must wear badges - anyone not wearing a badge will be challenged by school staff and escorted to the office. -The only dangerous products on site are cleaning products which are kept securely in line with | <ul style="list-style-type: none"> -Ensure any comments and racist/inappropriate graffiti is photographed and reported. -Ensure any losses of COSHH materials are reported to SPOC | <p>SPOC All staff Site supervisors</p> | |

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|-------------------|--|--|--|
| | COSSH guidelines | | |
| Curriculum | <p>-The school curriculum promotes British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Relevant staff are aware of the government guidance https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/</p> <p>-Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”. Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. SMSC is embedded throughout the school and across the curriculum. It is linked to RE, Collective Worship, PSHE where discussion and debate are encouraged. In RE the agreed syllabus covers all major religions. Visits are organised to a variety of places of worship. Children read and explore stories from other cultures, we celebrate Black History Month, classes have regular French lessons. SEAL based themes are used for Collective Worship. There are events involving the PTA and the local community celebrating other cultures, celebrations and food.</p> <p>-Pupils in year 5 and 6 participated in a series of workshops related to identity and belonging run by the Prevent Education Officer</p> | <p>-Staff to be aware that often those people who have been radicalised do often have strong ‘British values’.</p> <p>- As a school we make sure that British values are threaded throughout the curriculum and collective worship. SLT will monitor this and feedback findings to staff, individuals and stakeholders</p> | <p>All staff Subject Leaders SLT</p> |

References

“Keeping Children Safe in Education September 2022

“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, June 2015

Prevent and Channel Duty - A toolkit for schools - Prevent October 2015

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2015

Channel: Vulnerable assessment framework October 2012

www.educationagainsthate.com

<http://counterextremism.lgfl.org.uk>

Indicators

WRITTEN October 2015

REVIEWED September 2022

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Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

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- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour