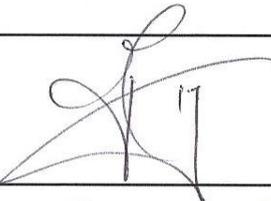
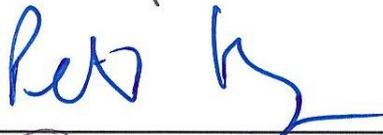
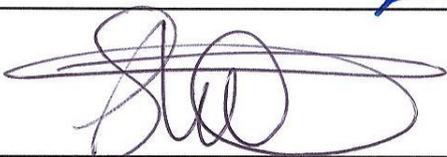




EMPOWERING YOUNG PEOPLE TO TAKE ON THE WORLD

## Safeguarding Policy

Signed (Chair of Governors)	
Signed (Headteacher)	
Signed (Designated Safeguarding Lead)	

Created by:	Stephanie Shaldas
Date:	July 2019
Review Date:	July 2020

## Introduction and Policy Statement

All schools are required to have a Safeguarding Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. School 21 **strives to provide a school environment where all pupils are safe, secure, valued, respected and each one is heard. School 21 takes seriously the duty to *protect and prevent harm, whilst also promoting the health and development of children both within and outside of the school.***

Every member of staff appreciates the duty to report any concerns they may have about a child, primarily through the designated safeguarding lead and deputies.

Our school culture is one in which pupil's health and development is promoted so that each of our children and young people may achieve their potential. School 21 promotes learning whilst also nurturing a sense of belonging to the school community, resilience, responsibilities and rights. Our values of mutual respect, celebrating the uniqueness of each child, rules and culture of school community informs the social, emotional, behavioural and learning development of children.

School 21 understands that our work in safeguarding children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

**We understand the term Safeguarding to mean a universal obligation to all our pupils: protecting from, preventing harm and the promotion of health and development. We will take all reasonable measures to ensure that the risk of harm to children is minimised and that the welfare of all and every child is paramount. Staff understand and act on their responsibility to identify children who may be in need of any extra help or are suffering actual significant harm or likely to suffer significant harm.** We also adhere to the principle of working in partnership with pupils, parents and other agencies.

Schools have an important role to play and are well placed to offer early help and support to the family.

Where the input of more than one agency is required (a multi-agency response) to support the family's circumstances, a lead early help practitioner within the school should be identified.

The Lead Early Help Practitioner will develop an Early Help Record with the family, with consent, as a tool for understanding strengths and needs, establishing goals, and recording the work undertaken by all practitioners in partnership with the family.

The lead Early Help Practitioner will also be responsible for drawing all agencies who are named in the Early Help Record into a Team around the Family (TAF). The TAF will work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan.

If the family's needs are more complex services such as Families First may be appropriate and can offer a more intensive and targeted and intensive intervention.

Following receipt of any information raising concern, the DSL will consider what action to take and can seek advice from a number of resources, as required:

- Early Help Partnership team
- Neighbourhood Action Meeting
- Team Around the School
- Newham Children's Triage

All staff at School 21 **have a shared understanding that a range of other school policies are central to many aspects of the school's Child Safeguarding Policy, and this document should therefore be read in conjunction with our Policies for:**

- Preventing Bullying and Peer on Peer abuse
- Attendance and Children Missing From Education
- Prevent
- Behaviour for Learning and School Culture
- Positive Handling
- On-line Safety
- Health & Safety
- Professional Conduct and online acceptable use
- Safer Recruitment
- Volunteers

Our Safeguarding Policy is written with due regard to the Department for Education statutory guidance Keeping Children Safe in Education (2019) and Working Together to Safeguard Children (2017) and will be reviewed each academic year in addition to when any subsequent guidance is issued by the Secretary of State.

Our safeguarding policy is compliant with the London Child Protection Procedure (5<sup>th</sup> edition 2017 London Safeguarding Children Board) **It is also compliant with relevant local protocols (Newham's pathways To Help and Support ,2018 For further details: [http://www.newhamscb.org.uk/wp-content/uploads/2018/02/04892-Pathways\\_A4-HIRE\\_S.pdf](http://www.newhamscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRE_S.pdf))**

Our policy will be followed by all adults, including volunteers, working with or on behalf of the school. Our Policy was adopted on 1<sup>st</sup> September 2012 and is reviewed annually by the Governors of our school, the Head teacher and the Designated Safeguarding Lead and or Deputies. It was last reviewed in July 2019..

This policy is available to all parents either in hard copy or from our website: [www.school21.org](http://www.school21.org)

## 1. School 21 Early Help, Safeguarding and Child Protection Policy

School 21 is committed to Early Help, Safeguarding and Child Protection in order to promote the welfare of all its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm.

- 1.1 All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn. To this end School 21 will ensure that all staff, (whether permanent or temporary, and volunteer) receive appropriate training during their induction period, and regularly thereafter in order that they are equipped with the skills and knowledge to keep children safe
- 1.2 All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 1.3 All staff will know who the Designated Safeguarding Lead and Deputies:
- Stephanie Shaldas (DSL).
- |                        |                                 |
|------------------------|---------------------------------|
| Primary Deputy DSL:    | Lisa Placks,                    |
| Middle Deputy DSL:     | Andrea Silvan,                  |
| Secondary Deputy DSL:  | Stephanie Shaldas/Havva Tayfur, |
| Sixth form Deputy DSL: | Alex Henderson.                 |
- 1.4 Currently all staff above have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities. In the absence of the designated safeguarding lead, members of staff must contact any the respective deputy.
- 1.5 The Lead Safeguarding Governor is: Luke Alexander will ensure that there is effective scrutiny of safeguarding arrangements at School 21.
- 1.6 School 21 will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

### 2.1 Responding to Concerns

- 2.2 All children at School 21 must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

### 2.3 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Will ask clarifying questions when appropriate in order to understand what it is that a child is wanting to say (not just walk away without understanding what a child is trying to tell)
- Respect the child's right to privacy but not promise confidentiality
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, as soon as is practicable, what was said using the child's actual words using the online software My Concern.
- Distinguish facts from opinion
- Record the context of the child sharing his/her narrative

**PLEASE NOTE: MyConcern safeguarding software is an electronic recording system which enables members of staff in educational establishments and other trusted users[1] to record and update safeguarding concerns. The system allows Designated Safeguarding Leads[2] (DSLs) to case manage incidents, produce data reports and access all relevant data for their establishment.**

---

**[1] The DSL is able to invite trusted users from other organisations into a specific concern and/or profile if necessary**

**[2] The term Designated Safeguarding Lead includes Deputies and those who have DSL rights on the system**

#### **User Management of My Concern:**

The DSL for the establishment will be responsible for managing access to the system and ensuring that individuals are allocated appropriate user roles within MyConcern.

When a member of staff leaves the establishment, it will be the responsibility of the DSL to ensure that the relevant account has been deactivated.

#### **Recording Concerns and Updates on My Concern:**

When a staff member identifies a concern, it will be their responsibility to record that concern on the system as soon as practicable.

The recording of the concern should not take precedence over any support that needs to be provided to a child or young person who may be at risk of harm. There may also be an immediate need to contact the DSL prior to a record being made on the system.

The person recording the concern should provide as much relevant information as possible, so that the DSL is in a position to make an informed assessment of the incident. Members of staff recording concerns should ensure that the information they provide is factual, non-judgemental and avoids assumptions.

Any relevant documentation and/or media files (eg: scanned documents, screenshots etc) should be uploaded to the concern at the time of recording.

The threshold for reporting safeguarding concerns will be the responsibility of the Headteacher in each establishment and in line with local policy and/or guidance (eg: academy/school policies, local authority guidance).

Trusted Users will ensure that concerns are updated as soon as possible if they have further, information relating to that incident.

### **Triaging Concerns by the Designated Safeguarding Lead(s)**

The DSL will be responsible for responding to new concerns that have been recorded and for triaging those concerns on the system.

Each concern should be assessed by the DSL and the relevant categories of concerns added to the record. The DSL should also ensure that each concern is associated to the correct pupil(s).

Any decisions or action taken by the DSL should be recorded as an update, so it appears in the chronology for that concern.

### **Managing the Concerns Dashboard**

The DSL will be responsible for maintaining the 'Concerns Dashboard' and ensuring that those concerns which are no longer active and require no further action are filed.

### **Managing Referrals**

The DSL will ensure that any referrals to other agencies are recorded in the Referrals area under the Dashboards tab in the main navigation bar. This will ensure that the establishment has a full record of all agency referrals in the system.

All relevant documentation relating to the referral process should be uploaded onto the system to facilitate secure storage and access to key documents when required.

### **Managing Information Flags**

The DSL will be responsible for managing the creation and application of Information Flags linked to profiles.

### **Managing Levels of Need**

The DSL will be responsible for setting the 'Level of Need' for each profile on the system and for ensuring that these are in line with local authority and/or LSCB[1] policies.

### **Managing Local Policies**

The DSL will be responsible for uploading and maintaining any local policies and other relevant documentation in the Local Policies area of the system and for ensuring that those documents are kept up to date.

## **Information Sharing**

The DSL will be responsible for ensuring that information sharing on the system is in line with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Further guidance can be found in the [HM Govt Information Sharing Advice for Practitioners](#) DSLs are able to invite Trusted Users into individual concerns and profiles as a team member when they wish to share relevant information and should ensure that the rationale for doing so is recorded in the system.[2]

The DSL is able to invite members of staff from other agencies into concerns and profiles provided they have been created as a Trusted User. It will be the responsibility of the DSL to decide on the necessity for sharing that information in line with data protection principles.

## **Transfer of Profile Records**

The DSL will be responsible for ensuring that the profiles of pupils that have transferred to another establishment are forwarded on to the relevant safeguarding lead. This can be achieved by transferring the record electronically providing the other establishment is a user of MyConcern. The electronic transfer would include all of the concerns and chronology updates in the profile and any relevant files selected by the DSL.

Alternatively, a PDF Safeguarding Transfer Record can be created for transfers to schools not using MyConcern, which would include all of the concerns and chronologies relating to that pupil. This document can be forwarded onto the new establishment together with any files selected by the DSL for transfer.

When pupils leave the establishment, it will be the responsibility of the DSL to ensure that their profiles are archived on the system and that any data is retained in line with data retention policies/guidelines.

If a Safeguarding Transfer Record is not accepted or rejected by the new establishment reasonable steps should be taken by the DSL to establish the whereabouts of the pupil.

## **MyConcern Users - Data Security**

It will be the responsibility of the DSL to ensure effective advice is provided to members of staff on the use of MyConcern as follows:-

- Users on the system will avoid re-using a password that they currently use or have previously used for other systems.
- Users are responsible at all times for the security of their password and will not disclose it to any other person or allow any other person to use it.
- If a user's password is lost, stolen or otherwise compromised the password will be changed immediately and a senior user notified immediately.
- Use of the system will be in accordance with the GDPR, the Data Protection Act 2018 and the school's policies on information security.

- Any non-user requests for information from the system (whether from a parent, pupil or any other person) should be directed to the DSL.
- Users will ensure that no-one is able to see their log-in details or any of the information recorded on the system whilst in use.
- When using Wi-Fi users will ensure that access to the system is from secure wireless access points
- When users have finished using the system they will make sure they have logged off so no-one else can gain unauthorised access.
- If it is suspected that any person has gained unauthorised access to the system, the DSL or a member of the Senior Leadership Team must be notified immediately.

### **Timeliness of Recording**

It is important that all data entered onto MyConcern and all management actions by the DSL(s) are carried out as soon as practicable in the circumstances.

### **Support for Users**

The DSL is the primary point of contact for user support and will be able to access the customer support team and MyConcern trainers at One Team Logic if the matter cannot be resolved locally.

---

[1] Each Local Safeguarding Children's Board (LSCB) is responsible for defining levels of need in local policy

[2] The system will automatically prompt the DSL to provide a rationale when a team member is added

2.4 The Designated Safeguarding Lead will ensure the respective deputy takes into account the Pan London Child Protection threshold document when making a decision about the level of concern. This will apply to all forms of safeguarding concerns including all the specific issues as outlined in statutory guidance (Keeping Children Safe in Education 2016) such as in relation preventing exposure to radicalisation and extremism and so on

[http://www.londoncp.co.uk/files/revised\\_guidance\\_thresholds.pdf](http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf)

- Consider whether the evidence warrants safeguarding response that is more than universal and if so determine the level of concern.

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Clarify whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions- although good practice is to inform parents where possible of such concerns
- Seek advice if unsure that a child protection referral should be made.
- The designated deputy safeguarding person will respond to the referring staff member who will have be informed of any action taken and (may depending on the circumstances access to the written response/actions taken. Any member of staff can make a direct referral to Newham Triage) and this will be followed by a conversation to explain what action has been taken or give the rationale for not taking action (e.g. the concern does not meet threshold of significant harm or the description of concern is not identifying a vulnerability).

2.5 The Designated Safeguarding Lead in consultation from the Early Help Lead, if required, will decide whether to consider offering Early Help to support the child and family. The DSL may decide to make a referral to Newham's Triage Service when there are complex needs that requires support specialist assessment/ intervention (child in need). We will use Newham Early help/ Safeguarding Thresholds to inform our decision making.

If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead and or Deputies will make full written record of the decision and outcome on My Concern. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

2.6 Schools have an important role to play and are well placed to offer early help and support to the family.

Where the input of more than one agency is required (a multi-agency response) to support the family's circumstances, a lead early help practitioner within the school will be identified.

The lead Early Help Practitioner will develop an Early Help Record with the family, with consent, as a tool for understanding strengths and needs, establishing goals, and recording the work undertaken by all practitioners in partnership with the family.

The lead Early Help Practitioner will also be responsible for drawing all agencies who are named in the Early Help Record into a Team around the Family (TAF). The TAF will work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan.

## **2.7 Recognition and Response**

Owing to the nature of the day-to-day relationship children at School 21 have with staff, all adults working in the school are particularly well placed to notice any physical, social, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm or vulnerability

## **2.8 Types of abuse and neglect**

**See appendix:2 for more detailed information**

**Abuse:** A child is suffering or likely to suffer (significant harm is) a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults or another child or children (including peers).

**The four categories of abuse are:**

- 1. Physical abuse**
- 2. Emotional abuse**
- 3. Sexual abuse**
- 4. Neglect**

## **2.9 Specific areas of safeguarding**

We will ensure that the training our staff undertake contains opportunities for learning about specific areas of safeguarding:

- Child Missing from Education
- Child Sexual Exploitation (CSE)
- County Lines
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence / Grooming
- Mental Health
- Online safety
- Peer on Peer Abuse (includes understanding healthy relationships and consent)
- Private Fostering
- Preventing Radicalisation

## **2.10 Challenging Partner Agencies and Escalating Concerns**

If the DSL believes there is evidence that warrants a challenge of another agency, regarding the safeguarding of a child, Newham Safeguarding Child Board's Safeguarding Escalation and Resolution Policy will be followed :  
<http://www.newhamlscb.org.uk/wp-content/uploads/2016/06/NSCB-Escalation-Policy.pdf>

## **3. Safeguarding – Providing a Safe Environment**

3.1 All parents and carers of pupils attending School 21 must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Seek to work collaboratively with parents in order to safeguard pupils
- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy.
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not and know who to turn to for help
- Working in partnership with all other services and agencies involved in the safeguarding
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning out of school activities or trips
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

## **4. Safeguarding in Specific Circumstances**

### **4.1 Attendance**

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

- (1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker on the same day.

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

#### **4.2 Pupil Conduct/ Behaviour**

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

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

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

#### **4.3 Peer on peer abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- Involves sexual violence or harassment.

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation on My Concern, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by through their coach, class teacher, mentor or early help team
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

#### **4.4 On-line-Safety**

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

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

#### **4.5 Health & Safety**

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

### **5. Working Together with Parents and Carers**

#### **5.1 Pupil Information**

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

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

## **5.2 Confidentiality**

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

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

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

## **5.3 Referrals to and working with partner agencies**

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

## **5.4 Data Protection**

School 21 abides by the lawful duties as ascribed by the data protection legislation. All safeguarding records are kept securely and information is shared usually with consent other than in the circumstances when a child is at risk of significant harm. Information is also shared by other agencies for example the police in relation issues that may have direct or indirect impact on children, such as domestic abuse alerts/concerns. Such information is routinely uploaded onto My Concern and paper copies kept in children's safeguarding files.

Children's Safeguarding My Concern files and paper files will be kept by School 21 until the respective child has reached the age of 25 or if a child moves school then the safeguarding file will be automatically transferred to that school. Parents and children should be reassured as the transfer of files occurs to help the new schools to understand any needs your child may have in the future.

### **5.5 Sharing our Policy**

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

## **ADULTS WORKING WITH CHILDREN**

### **6. Safer Recruitment**

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

#### **6.2 Preparation**

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

#### **6.3. Advertising**

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

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

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

#### **6.5 Applications**

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

#### **6.6 References**

We will not accept CVs, open references or testimonials. We will ask for the names of at least two referees. We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children. We will follow up any vague or ambiguous statements.

## **6.7 Interviews**

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

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

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

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

## **6.8 Appointments**

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

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

## **6.9 Induction**

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

## **6.10 Continuing Professional Development**

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

## **6.11 Supervision**

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

## **6.12 Allegations**

We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: [NSCB LADO and in line with London Child Protection Procedures \(2017\)](#)

## **Local Authority Designated Officer:**

Nick Pratt Newham Dockside

020 3373 1462

## **6.13 Dismissal**

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

## **6.14 Safe Practice and Whistleblowing**

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

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

If you believe there has been negligence or misconduct in a workplace regarding safeguarding matter, then you can 'blow the whistle' by contacting Ofsted on: Whistleblower Hotline (0300 123 3155).

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

Email at [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk).

For further guidance and support on the matter please go to the following website [www.pcaw.org.uk](http://www.pcaw.org.uk)

The NSPCC whistle-blowing helpline number 0800 028 0285;

**IMPORTANT:** if there is a concern regarding the Head, staff may contact Designated safeguarding governor or seek advice from the Local authority LADO or Triage.

If your safeguarding concern is significant and immediate and you feel you cannot use the school safeguarding processes, you should contact the NSPCC or alternatively Newham Triage so that appropriate steps can be taken to protect a child.

## **7. MONITORING AND REVIEWING OUR POLICY AND PRACTICE**

- 7.1 Our Designated Safeguarding Lead will monitor our child protection and safeguarding practices and bring to the notice of the governors any weaknesses or deficiencies.
- 7.2 The Governing Body has a duty to remedy any weaknesses that are identified. The Governing Body will ensure, through scrutiny and working with the school leadership that the school has: an effective child protection policy and code of conduct for staff
- 7.3 An annual report will be submitted to the Governors which will outline the effectiveness of child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:
  - The names of members of staff with Designated Safeguarding Lead responsibilities
  - Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
  - Details of safeguarding and child protection issues included in the curriculum

- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children identified in need of early help support
- Numbers of child who have an Early Help Plan
- Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan
- Highlight any patterns emerging and the plan to address these patterns

7.4 The Governors, Head teacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year. However, some or all of the items above or another specific safeguarding matter will be regularly scrutinised as safeguarding is a standing item on the agenda for every Governors' meetings.

7.5 All our school governors will have Enhanced DBS Check

7.6 Our Policy will be reviewed annually with Governors.

7.7 This Policy was last reviewed in July 2019

#### **Staff responsibilities:**

<b>Designated Safeguarding Lead:</b>	Stephanie Shaldas
<b>Primary Deputy:</b>	Lisa Placks
<b>Middle Deputy:</b>	Andrea Silvain
<b>Secondary Deputy:</b>	Stephanie Shaldas/Havva Tayfur
<b>6 Form Deputy:</b>	Alex Henderson

#### **Specific safeguarding responsibilities**

<b>Child Protection Operational Lead:</b>	Havva Tayfur
<b>LAC:</b>	Charlie Dilger
<b>CSE:</b>	Havva Tayfur
<b>CME:</b>	Havva Tayfur
<b>Attendance:</b>	Havva Tayfur
<b>FGM:</b>	Stephanie Shaldas
<b>Radicalisation (Prevent):</b>	Stephanie Shaldas
<b>Early Help Team Manager:</b>	Stephanie Shaldas

All staff are issued with electronic policies via The Source.

## **Appendix 1**

### **Thresholds**

The London Safeguarding Children Board has developed a “London Threshold Document – Continuum of Help and Support” which is linked throughout the London Child Protection Procedures and it is linked throughout our policy.

### **Underpinning principles**

The continuum is underpinned by the following principles:

- Services provided along the continuum become increasingly targeted and specialist to meet the complexity and level of need
- The aspiration is to secure appropriate services for children at the lowest level on the continuum
- Most children will have their needs met by universal services at Level 1
- Children receiving support and intervention at higher levels will also require access to universal services
- Children’s needs may lie at any point along the continuum however, their needs can, and indeed do, change and so they may need to move along the continuum. Moving along the continuum is often referred to as a “step up” and a “step down”.
- Repeated assessments will not be necessary as assessments should be a process, rather than a discrete event, and should provide continuity and consistency throughout a child’s journey
- There will be some children, particularly those with very complex needs, who should be enabled to move quickly and effortlessly to the required service response without having to navigate through each level.

### **Description of Threshold Levels 1 to 4**

Moving along the continuum there are four levels, or tiers, of need requiring increasingly targeted and specialist services to provide support and intervention:

#### **Level 1: Families with children that have no additional needs**

Children with no identified additional needs will have their health and developmental needs met by universal services. These are children who consistently receive child focused care-giving from their parents or carers.

## **Level 2: Families with vulnerable children that have additional needs**

Children with additional needs: they may be showing early signs of abuse and / or neglect and their needs may not be clear, unknown or unmet. This is the threshold for a multi-agency Early Help Record to begin. The child's needs will be addressed by accessing support from targeted services delivered within, alongside or outside of universal services.

## **Level 3: Families with children that have multiple and / or complex needs and are in need of support**

Children will have multiple and complex needs and be in need of specialist intervention, sometimes on a long term basis, to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and / or are disabled. This is the threshold for a statutory assessment led by children's social care under section 17, Children Act 1989, although services are often provided by a range of other provision outside of children's social care.

## **Level 4: Families with children that have severe and / or complex and acute needs and are in need of care and protection**

Children are suffering, or are at risk of suffering, significant harm and are in need of protection and care. This is the threshold for child protection enquiries and children are likely to have already experienced adverse effects and are suffering from poor outcomes. Their needs may not be considered by their parents. Level 4 also includes specialised health services in residential, day patient or outpatient settings for children with severe and / or complex health needs. Children and young people will be referred to children's social care and dealt with under section 47 (: child protection enquiries) , 20 ( voluntary accommodation) or 31 ( care order) of the Children Act 1989. This will also include children who have been remanded into custody and statutory youth offending services.

## **School 21 Offer of Early Help (level 2 support)**

School 21 will work collaboratively within a multi-agency approach to support pupils and their families to achieve better outcomes by developing family resilience and intervening early when help is needed.

Whenever, staff identify a child or young person with an additional need which cannot be addressed by single agencies operating within universal services at Level 1, an Early Help Record should be completed with consent of the parent / carer. The Early Help Record identifies the individual and collective needs and circumstances of children, young people and their parents/carers, clarifies the outcomes that are sought and establishes an Early Help Plan setting out the details of how the outcomes will be achieved.

The Early Help Record also acts as a means of providing supporting evidence when a referral is made where additional or more specialist support and intervention is required, as well as communicating with other professionals, teams and services in a common format. This avoids unnecessary bureaucracy, supports a swift and easy referral process and prevents children, young people and their parents/carers having to repeat their story unnecessarily.

Members of the Early Help Team may also hold case responsibility as a Lead Professionals. This will involve completing the Early help Record, identifying a Team Around the Family ( TAF), convening a TAF meeting, providing direct support until the outcomes of the early help plan are met.

## **Appendix 2**

### **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

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

It is important to note that **children with a disability may be more vulnerable** to significant harm through physical, sexual, emotional abuse and / or neglect than children who do not have a disability.

Disabled children may be especially vulnerable to abuse for a number of reasons:

- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children;
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour;
- They have an impaired capacity to resist or avoid abuse;
- They may have speech, language and communication needs which may make it difficult to tell others what is happening;
- They often do not have access to someone they can trust to disclose that they have been abused; and/or
- They are especially vulnerable to bullying and intimidation.

At School 21 safeguards for disabled children are the same as for non-disabled children. However, additional attention will be paid to promoting a high level of awareness of the risks of harm and needs.

We will endeavor where possible to:

- to help disabled children make their wishes and feelings known in respect of the care and treatment they may need at school

- Ensuring that disabled children receive appropriate personal, health, and social education (including sex education);
- Making sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate. Those disabled children with communication impairments will have available to them at all times a means of being heard;
- Build and sustain partnerships with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; working with children of the opposite sex; handling difficult behaviour; consent to treatment;
- Anti-bullying strategies; and sexuality and sexual behaviour among young people

School 21 adheres to the national guidance **Safeguarding Disabled Children - Practice Guidance** (DCSF 2009) which provides a framework collaborative multi-agency responses to safeguard disabled children.

***Below is a brief introduction to the categories of abuse and the specific child protection issues. For further information, particularly regarding the specific issues please consult your DSL and Pan London Child Protection Procedure 2017.***

## **Definitions**

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

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

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

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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

grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. This may include peer on peer sexual direct or indirect abuse and using methods such as 'sexting'.

**Emotional Abuse** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or constantly belittling and humiliating the child. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

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

### **Peer on peer abuse**

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

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

Immediately after an incident has been identified as a school we will decide whether to:

- Manage the case internally
- Seek Early Help with a multi-agency approach
- Refer to Children's Social Care

- Report case to the police.

### **Child Sexual Exploitation definition found in statutory guidance' Working Together to Safeguard Children 2018)**

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.

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

We will consider the following CSE indicators:

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

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

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Female genital mutilation (fgm) is illegal in the UK or take a child abroad for the purpose of FGM.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered significant harm: FGM.

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM and under the FGM Act 2003 and amendments to it via the Serious Crimes Act 2015 we are aware of our mandatory reporting duty.

### ***Mandatory Reporting Duty***

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

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

If staff have any concerns they should follow the school's procedures and policies which are in line with local safeguarding procedures and local protocols for multi- agency liaison with police and children's social care.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

### **Preventing Radicalisation Protecting children from the exposure of radicalisation**

This is part of the school's safeguarding duty as exposure to radicalization and extremism will likely have a n adverse impact on a child's health and development.

In addition, from 1 July 2015 schools are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

School 21 is clear that extremism and radicalisation should be viewed as safeguarding concerns. School 21 embeds British values into the curriculum and the culture of the school We value personal freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions. In addition, we demonstrate the importance of mutual respect and tolerance. The conduct we expect from our staff and pupils is line with the concept of the rule of law. We value the principle of democracy with which comes the need for being inclusive of all.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is views and actions that promote: 1) violence against others 2) hatred towards others 3) undermining the rights of others.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young

people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

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

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have any concerns they should follow the school's procedures and policies which are in line with local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further information can be found in our Prevent Duty.

## **Private Fostering**

*This is a private arrangement in regard to the care of a child under 16 (under 18 if disabled) by someone other than a parent or a close relative. Private foster carers may be from the extended family, such as a cousin or great aunt, however a person who is a relative under the Children Act 1989 or a step-parent will not be a private foster carer.*

*To meet the criteria of private fostering there must be the intention that it should last twenty eight days or more.*

School 21 will notify the Local Authority in which the private foster carer resides for they are responsible for deciding whether the arrangement is suitable and for monitoring whether the arrangement continues to be suitable.

We appreciate that there is a plethora of drivers that need to children being placed in private foster care (Replacement Children Act Guidance on Private Fostering - DfES 2005) such as:

- Children living apart from their families due to parental or family problems;
- Teenagers living with a friend, or friend's parent/carer, where relationships at home have broken down; or
- To complete a stage of education because of a family move;
- Children whose parents are working abroad or in another part of the country or serving in the armed forces;
- Children whose parents come into the country to study or work and find it difficult to care for their own children;
- Children sent to the UK for a "better life" or for educational purposes, including those attending language schools, foreign exchanges or sport academies who stay with host families;
- Children attending residential schools who stay with a teacher, or a friend's parents during the long school holidays;
- Children brought in from abroad with a view to adoption;

- Unaccompanied minors who are living with friends, relatives or strangers.

Private fostering arrangements may be a supportive measure from within the community to difficulties experienced by families. Nonetheless, School 21 will notify the relevant Local Authority, if and when we become aware of private fostering child so that Children's Social Care may carry out an assessment. Whilst many private fostered children will receive a good standard of care, we also recognise that some children in private fostering arrangements may be extremely vulnerable. For example, a child may have been trafficked or exploited. Some children may have been placed with people who are not suitable to look after children. Children may be in need of protection or require specific support services.

### **Child Missing from Education**

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

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

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

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

All pupils must be placed on both registers.

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

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of

compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

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

**Domestic Violence** See emotional abuse definition, however domestic violence may also pose a risk of other forms of abuse such as physical

### **Substance and Alcohol Misuse**

The misuse of such substances will have an adverse impact on their physical and mental health and development of children. Children may need assistance in order to deal with an addiction or to come to realize substance misuse is problematic for their daily life (as well as being unlawful).

Staff should be alert to substance misuse and its possible connection with CSE, gangs or as used as 'medication' in dealing with other issues in their lives.

### **Fabricated or induced illness**

This may be a matter of emotional or physical abuse. Identification of such concern by a school nonetheless requires specialist agencies: Children's Services and health in order to determine if the concern is or is not fabricated illness.

### **Faith Abuse**

This relates to abuse motivated or explained by religious beliefs, primarily belief that a child is under the influence of witchcraft or possessed by malevolent entities. Abuse could be physical, neglect or emotional.

### **Forced Marriage and Honour based abuse**

A forced marriage refers to a child/young person who has not consented or does not have capacity to consent. If a young person fears a forced marriage or has been forced into a marriage, staff must refer such concerns to DSL so that appropriate action is taken in accordance with the level of concern and with agencies.

Honour based abuse could be physical, sexual, emotional or neglect. It is inflicted by adults who commit crimes against children in order to defend or protect supposed honour of the family/community.

### **Gangs and Youth Violence**

Any child that is vulnerable to being groomed or is being groomed or is part of a gang requires a safeguarding concern referral. Children's family life needs to be understood as well as the dynamic of the gang pull and push factors. Gang involvement can be linked to physical or sexual violent initiations, punishments or be part of gang activity. For some children/ young people may carry weapons as perceived protection. Any such indicators require an urgently reporting to the DSL.

**Mental Health** Staff should understand and be alert to signs and disclosures regarding mental ill health from suicidal ideation, self-harm, anorexia, symptoms of psychosis, conduct disorders. Mental ill health requires concerns to be raised so that child may receive help/treatment. There can be a multitude of factors that may trigger mental ill health and staff need to identify any traumatic or stressful circumstances and always consider impact on the child's mental health.

### **APPENDIX 3**

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

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

### **Examples of when there should be a referral to Newham Triage**

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

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

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

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

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

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

4. When a child or young person is at risk of imminent family breakdown or breakdown has already occurred. (Section 17 or 47 Children Act 1989)

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

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

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

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

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

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

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

8. Young people remanded into Care because of criminal activity

#### **APPENDIX 4**

##### **Additional Information:**

##### **Working Together to Safeguard Children 2018**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

##### **Keeping Children Safe in Education Department of Education 2019**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

Department for Education: [www.education.gov.uk](http://www.education.gov.uk)

**Every Child Matters:** <https://www.gov.uk/government/publications/every-child-matters>

##### **Newham's Help and Support Pathways**

[http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways\\_A4-HIRES.pdf](http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf)

**London Child Protection Procedures (2017)** <http://www.londoncp.co.uk/>

Request for support or protection – log onto:

[www.newham.gov.uk/triage](http://www.newham.gov.uk/triage)

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

**LADO** referrals should be sent directly to the Children's Planning & Reviewing Team.

Email: [nick.pratt@newham.gov.uk](mailto:nick.pratt@newham.gov.uk).

Tel: 020 3373 4107.

##### **NEWHAM PREVENT:**

Ghaffar Hussain

Community Resilience

Manager (Prevent)

Newham Dockside

0203 373 2634

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

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

**the Newham Local Safeguarding Children Board safeguarding protocols are available from:** [www.newhamlscb.org.uk](http://www.newhamlscb.org.uk)

## **Newham LSCB:**

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

London LSCB: [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

Barnardo's: [www.barnardos.org.uk](http://www.barnardos.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Teachernet: [www.teacher.gov.uk](http://www.teacher.gov.uk)

Child Safe: [www.child-safe.org.uk](http://www.child-safe.org.uk)

## **APPENDIX 5**

### **Legislation**

- **The Children Act 1989, including Section 47 of the Children Act 1989 and section 17; orders and power;**
- **Adoption and Children Act 2002 (expanded the definition of "harm" to include witnessing domestic violence).**
- **Children Act 2004 (principles and meaning for delivery of service, especially in developing the notion of integrated early help; SCBs,)**
- **Children (Private Arrangements for Fostering) Regulations 2005**
- **Children and Adoption Act 2006: flexible powers for Courts regarding child contact orders**
- ***Children and Young Persons Act 2008*: high quality care and services for children in care.**
- ***Children Families Act 2014*** and ('fostering for adoption'; 26 week time limit for the courts to decide whether or not a child should be taken into care; arrangements allowing children in care to stay with their foster families until the age of 21 years; single assessment process: Education, Health and Care (EHC) (supported by SEND: guide for parents and carers (2015) - Guide support system for children and young people with SEND
- ***SEND: guide for social care professionals (2014)*** - A guide for social care professionals on the support system for children and young people with special educational needs and disabilities
- **General Data Protection Regulation (GDPR) 2018; supported by *Data Protection: toolkit for schools D of E (2018)***
- ***Education Act 2002*** (requirement for school governing bodies, IEA and further education re arrangements to safeguard and promote the welfare of children- see S.175)

- ***Apprenticeships, Skills, Children and Learning Act 2009*** (duty to have two lay members from the local area sitting on each SCB)
- ***Education Act 2011*** pertains to provision of school discipline and restrictions on the public reporting of allegations made against teachers
- ***Female Genital Mutilation Act 2003 amended by Serious Crime Act 2015*** s. 73 and 74: FGM Protection Orders; legal duty for regulated professionals to report)
- ***Mandatory reporting of female genital mutilation procedural Information 2015*** (Home Office)
- ***Forced Marriage (Civil Protection) Act 2007***
- ***Safeguarding Vulnerable Groups Act 2006***(: body to make decisions regarding individuals who may be barred from working with children and to keep a list of such individuals)
- ***Protection of Freedoms Act 2012*** (DBS)
- ***Anti-social Behaviour, Crime and Policing Act 2014*** (forced marriages)
- ***Counter Terrorism and Security Act 2015*** (: prevent duty)
- ***Crime and Disorder Act 1998***;
- ***Sexual Offences Act 2003***
- ***Cruelty and Neglect Act 1933***
- ***Human Rights Act 2000***
- ***Mental Health Act 1983 amended Mental Act 2007***
- ***Mental Capacity Act 2005***
- ***The Equality Act 2010***: covers the legal duty in regards to the protected characteristics and its meaning for service delivery.
- ***Serious Crime Act 2015 –amendment to FGM Act 2003***
  - Extraterritorial jurisdiction extends to prohibited acts done outside the UK by a UK national or a person who is resident in the UK.
  - Also amends offence of assisting a non UK person to mutilate overseas a girl's genitalia)
  - Creates a new offence of failing to protect a girl from FGM under age of 16 by those responsible for her care (max 7 yr. sentence)

- Female Genital Mutilation Protection Order girl against FGM offence or protecting a girl Breach of the order
- **Children and Social Work Act 2017**
  - Improve decision making and support for looked after and previously looked after children in England and Wales.
  - Improve joint work at the local level to safeguard children and enable better learning at the local and national levels to improve practice in child protection.
  - Promote the safeguarding of children by providing for relationships and sex education in schools.
  - Enable the establishment of a new regulatory regime specifically for the social work profession in England.
  - ***Specifically points for education (but should be understood within the context of the whole legislation:***
    - Duty of LA in relation to previously looked after children (section 4)
    - Section 4 imposes a duty on LAs to provide advice and information to each relevant child educated in its area, for the purposes of promoting their educational achievement. A “relevant child” for the purposes of this section is a person who was looked after by the LA or another LA but who ceased to be looked after as a result of a child arrangements order, a special guardianship order, or an adoption order.
    - Designated staff member for previously looked after pupils in maintained schools and academies (sections 5 and 6)
    - The CWSA 2017 imposes new requirements for governing bodies in maintained schools (section 5) and academies (section 6), to designate a member of staff as having responsibility for promoting the educational achievement of previously looked after pupils in those schools.
    - Guidance for staff member for looked after pupils in maintained schools (section 7)
    - Governing bodies of maintained schools in England, must ensure that the designated staff member for looked after pupils has regard to guidance issued by Secretary of State (SoS).
  - Education relating to relationships and sex and PHSE education (sections 34-35)

- Section 34 of the CWSA 2017 requires the SoS to make regulations requiring the provision of:
  - Relationships education to pupils in primary schools.
  - Relationship and sex education to pupils of secondary education at schools.
- The SoS may also make regulations requiring the provision of personal, social, health and economic education (PHSE).
- These provisions will ensure that pupils learn about safety in forming and maintaining relationships, the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.