



# **Altmore & Lathom Schools Federation**

## **Child Protection Policy and Safeguarding Policy**

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## 1. Introduction and Policy Statement

Our school is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard children and creates a positive and respectful learning environment in which everyone can flourish.

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the **best interests** of the child”.*

*(Keeping Children Safe in Education – DfE, September 2021)*

All schools are required to have a Child Protection and Safeguarding Policy that guides the procedures and practices for all school staff, parents, governors, volunteers and the wider school community with regard to safeguarding children and promoting their welfare. It forms part of the safeguarding arrangements for our school and should be read along with a number of other policies and documents:

- Anti-bullying
- Attendance
- Behaviour Management and Physical Intervention
- Complaints
- Educational visits
- **Equality**
- Health and Safety including site security
- Online/E-safety/Mobile Phone
- Safer Recruitment
- Social Media and Photography
- Staff Code of Conduct
- Whistleblowing

Altmore & Lathom Schools recognise that no single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy should also be read in conjunction with *Keeping Children Safe in Education, DfE 2021*. [Keeping Children safe in Education September 2021](#) and with reference to the *Education inspection Framework, Ofsted 2021* [The Education Inspection Framework Ofsted 2021](#)

Also see the Newham Joint Position Statement on *Everyone’s Invited – Safeguarding all our children and young people in Newham, LBN 2021*. (see **Appendix 1 page 21**)

All staff should read Part One of Keeping Children Safe in Education 2021, together with Annex B of KCSiE 21, and ‘*What to do if you’re worried a child is being abused: Advice for practitioners*’ (DfE March 2015). [What to do if you're worried a child is being abused.pdf](#)

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This is defined in *Keeping Children Safe in Education, DfE 2021* 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
- **Taking action** to enable all children to have the best outcomes

This policy is available in hard copy or from our websites:

- [www.altmore.newham.sch.uk](http://www.altmore.newham.sch.uk)
- [www.lathom.newham.sch.uk](http://www.lathom.newham.sch.uk)

## 2. Statutory framework

The Education Act 2002 Section 175, (*Section 157 for Independent schools*) places a statutory responsibility on the Governing Board to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP). In Newham all professionals must work in accordance with the London Child Protection Procedures.

Our school also works in accordance with the following legislation and guidance:

- [Schools COVID-19 Operational Guidance \(DfE September 2021\)](#)
- [Keeping Children Safe in Education September 2020.pdf](#)
- [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 1989](#)
- [Children Act 2004](#)
- [Children and Social Work Act 2017](#)
- [Modern Slavery Act 2015](#)
- [The Homeless 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 \(DfE, 2017\)](#)
- [Domestic Abuse Act 2021](#)
- [Domestic abuse - how to get help](#)
- [Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. \(DfE July 2018\)](#)
- [Advice on Whistleblowing in Maintained Schools \(DfE 2014\)](#)
- [Voyeurism \(Offences\) Act 2019](#)
- [COVID-19 guidance for full opening of schools](#)

### 3. School Roles and Responsibilities

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. All staff in our school are familiar with the Early Help Offer, (see **Appendix 2 page 21**).

- |                          |                 |                         |
|--------------------------|-----------------|-------------------------|
| • Executive Headteacher: | Sarah Rowlands  | 07415 800030            |
| • Safeguarding Governor: | Muhammed Mashud | 020 8472 3555 (Altmore) |
| • Chair of Governors:    | Muhammad Mashud | 020 8472 0386 (Lathom)  |
| • LBN Triage/MASH        | Duty worker     | 020 3373 4600           |
| • LADO                   | Nick Pratt      | 020 3373 3803           |

<u>Role</u>	<u>Name</u>	<u>Contact details</u>	
• Lead DSL	Sarah Rowlands (EHT)	07415 800030	<a href="mailto:sarah.rowlands@alfederation.com">sarah.rowlands@alfederation.com</a>
• Deputy DSL	Carolyn Marles (Altmore)	07415 858146	<a href="mailto:carolyn.marles@alfederation.com">carolyn.marles@alfederation.com</a>
• Deputy DSL	Yolanda Musinguzi (Lathom)	07872 823501	<a href="mailto:yolanda.musinguzi@alfederation.com">yolanda.musinguzi@alfederation.com</a>
• Deputy DSL	Karen Higgins (AHT – Altmore)	07495 585604	<a href="mailto:karen.higgins@alfederation.com">karen.higgins@alfederation.com</a>
• Deputy DSL	Lynn Walton (AHT – Altmore)	07494 440819	<a href="mailto:lynn.walton@alfederation.com">lynn.walton@alfederation.com</a>
• Deputy DSL	Kelly Grove (AHT – Altmore)	07494 281735	<a href="mailto:kelly.grove@alfederation.com">kelly.grove@alfederation.com</a>
• Deputy DSL	Janine Lodhia (AHT – Lathom)	07572 440500	<a href="mailto:janine.lodhia@alfederation.com">janine.lodhia@alfederation.com</a>
• Deputy DSL	Lisa Wenborne (AHT – Lathom)	07872 823503	<a href="mailto:lisa.wenborne@alfederation.com">lisa.wenborne@alfederation.com</a>
• Deputy DSL	Zena Holroyd-Doveton (Lathom)	07712 829131	<a href="mailto:zena.holroyd-doveton@alfederation.com">zena.holroyd-doveton@alfederation.com</a>
• Deputy DSL	Sandie Boulter (CC – Altmore)	07939 949878	<a href="mailto:sandra.boulter@alfederation.com">sandra.boulter@alfederation.com</a>
• Deputy DSL	Vicky Cunningham (CC – Altmore)	07961 632920	<a href="mailto:vicky.cunningham@alfederation.com">vicky.cunningham@alfederation.com</a>

### **3.1 The Governing Board**

The Governing Board ensures that a strong Safeguarding culture is embedded within the school, that our commitment to keep our children safe is explicit and understood by all in the school community and that our practice reflects the Governors' vision and values.

The Governing Board ensures that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all Governors' meetings. The policy is reviewed at least annually.

The Governing Board ensures that the policies, procedures, practice and professional development and training in our school are effective and comply with the statutory requirements at all times. It will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

The Governing Board ensures there are a named Designated Safeguarding Lead and Deputy Safeguarding Leads 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 2021. The link governor for safeguarding visits the school regularly for meetings with the DSL and to observe safeguarding in school at first hand. The DSL reports directly to Governors on issues arising from their role which impact on the school.

The Governing Board 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, as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The Governing Board ensures 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 Board will also ensure that staff have the knowledge, skills and understanding of children who have an allocated Social Worker, Looked After and previously Looked After children in order to recognise their additional vulnerabilities and keep them safe.

The Governing Board ensures 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. This will include children who are accessing online learning at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities in RSHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The Governing Board 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.

### **3.2 The Designated Safeguarding Lead (and Deputies)**

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing Child Protection referrals, safeguarding training and raising awareness of all Child Protection policies and procedures in school and that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times. The DSL is a source of advice and support to other staff on Child Protection matters and make sure that timely referrals to Newham Multi-Agency Safeguarding Hub (MASH) Triage Team are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority, the Channel programme and other agencies as required. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Leads (DDSLs) will act in their absence.

The DSL will also be alert to the additional vulnerabilities of children with a Social Worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The DSL will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can be made to best support them.

In addition, in most cases homelessness would be considered in the context of children living with their families, however, the Designated Safeguarding Lead (DSL) will be alert that some children may be homeless independently and this will require a different level of intervention and support.

### **3.3 The Executive Headteacher**

The Executive Headteacher works in accordance with the requirements upon all school staff. In addition, the Executive Headteacher ensures that all safeguarding policies and procedures adopted by the Governing Board are followed by all staff. The Executive Headteacher will ensure that children are taught about safeguarding themselves and their peers, including e.g., the emotional impact of on-line nude image sharing, sexist abuse, and body shaming or the sexual targeting of children with SEND or protected characteristics, as part of the broad and balanced curriculum. This includes covering relevant issues through Relationships, Sex and Health Education (RSHE) and through other curricular opportunities. including on-line as part of the broad and balanced curriculum.

The Executive Headteacher ensures that all pupils, individually or collectively through our school council are encouraged to promote the responsible use of social media, practical safety around the school and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong school safeguarding culture.

The Executive Headteacher ensures that there is immediate access to an individual member of staff, appropriately trained, to listen, reassure and provide practical support to move on, for children at need in the school.

The Executive Headteacher ensures that she is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child(ren) and obtain written confirmation that the appropriate safeguarding checks have been carried out.

### **3.4 All School Staff**

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn. All staff members are prepared to identify children who may benefit from Early Help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support can be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to the Newham MASH when there is a need to do so.

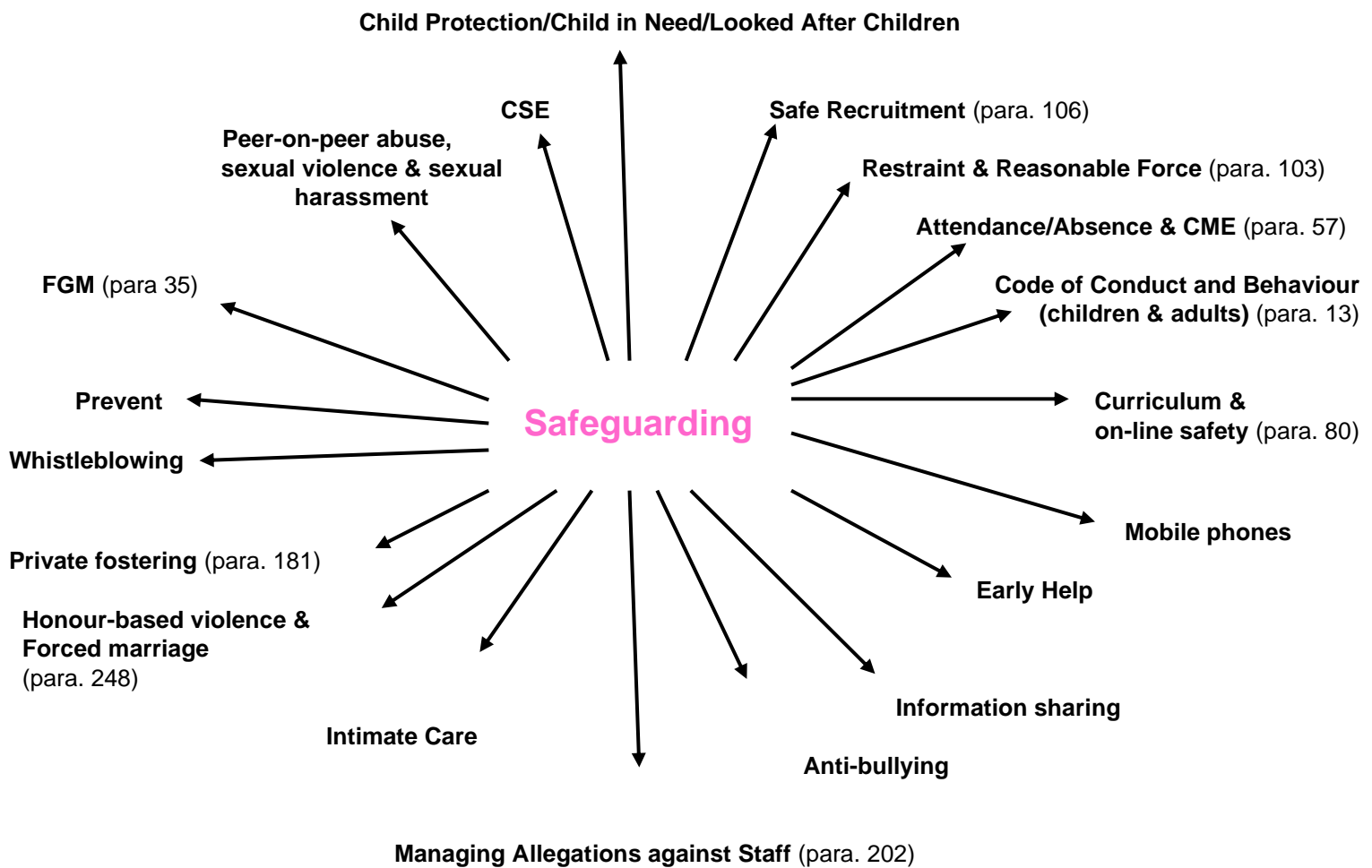
All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from staff to children. We use the functions through SeeSaw and the Google Classroom. The use of social media (WhatsApp, Twitter, FB etc.) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support children and the school council in promoting responsible use of social media, safety around the school and responsibility for their own and others' wellbeing, as an integral element of a strong school safeguarding culture.

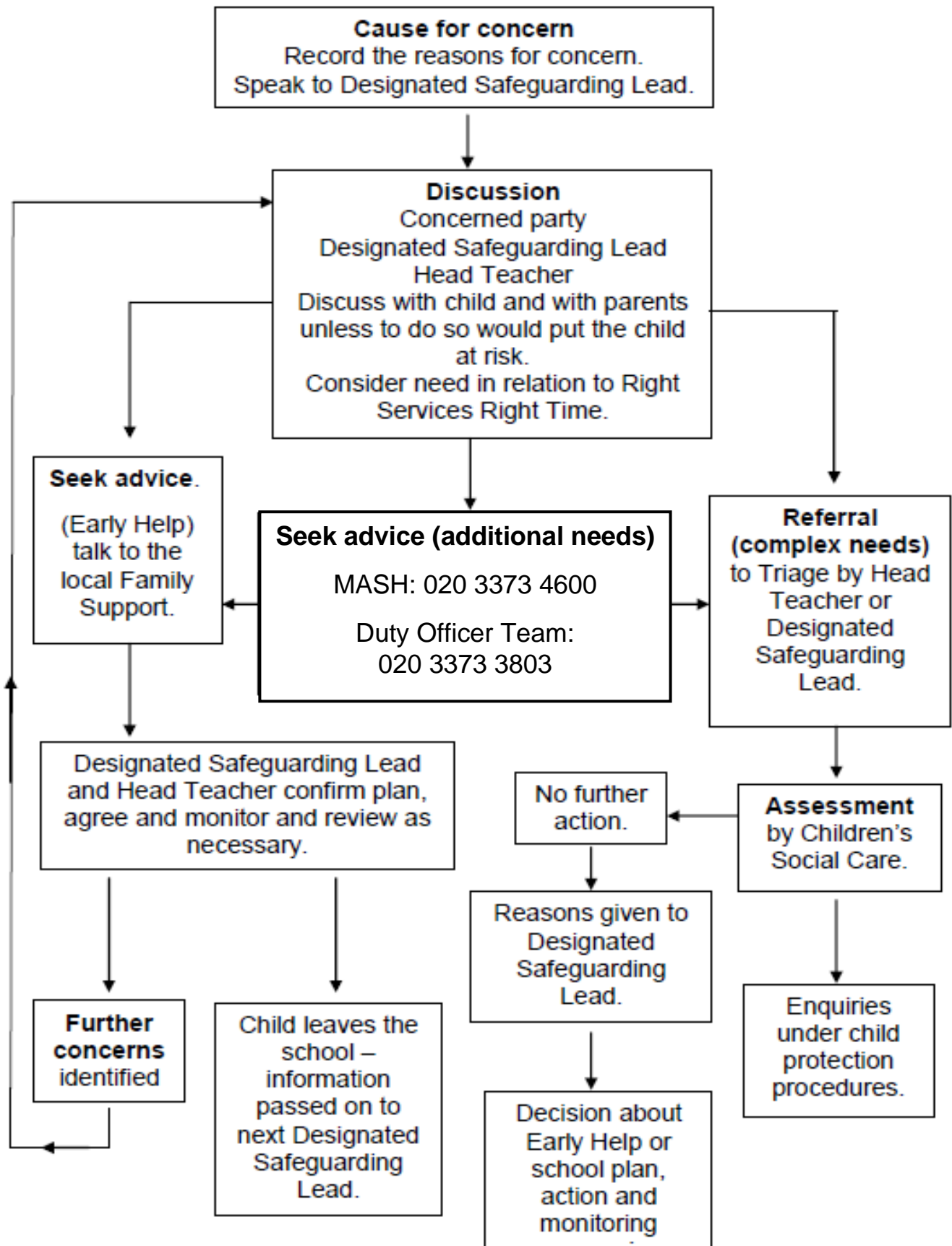
### **3.5 Keeping Children Safe - Early Help, Safeguarding and Child Protection**



### 3.6 Responding to concerns

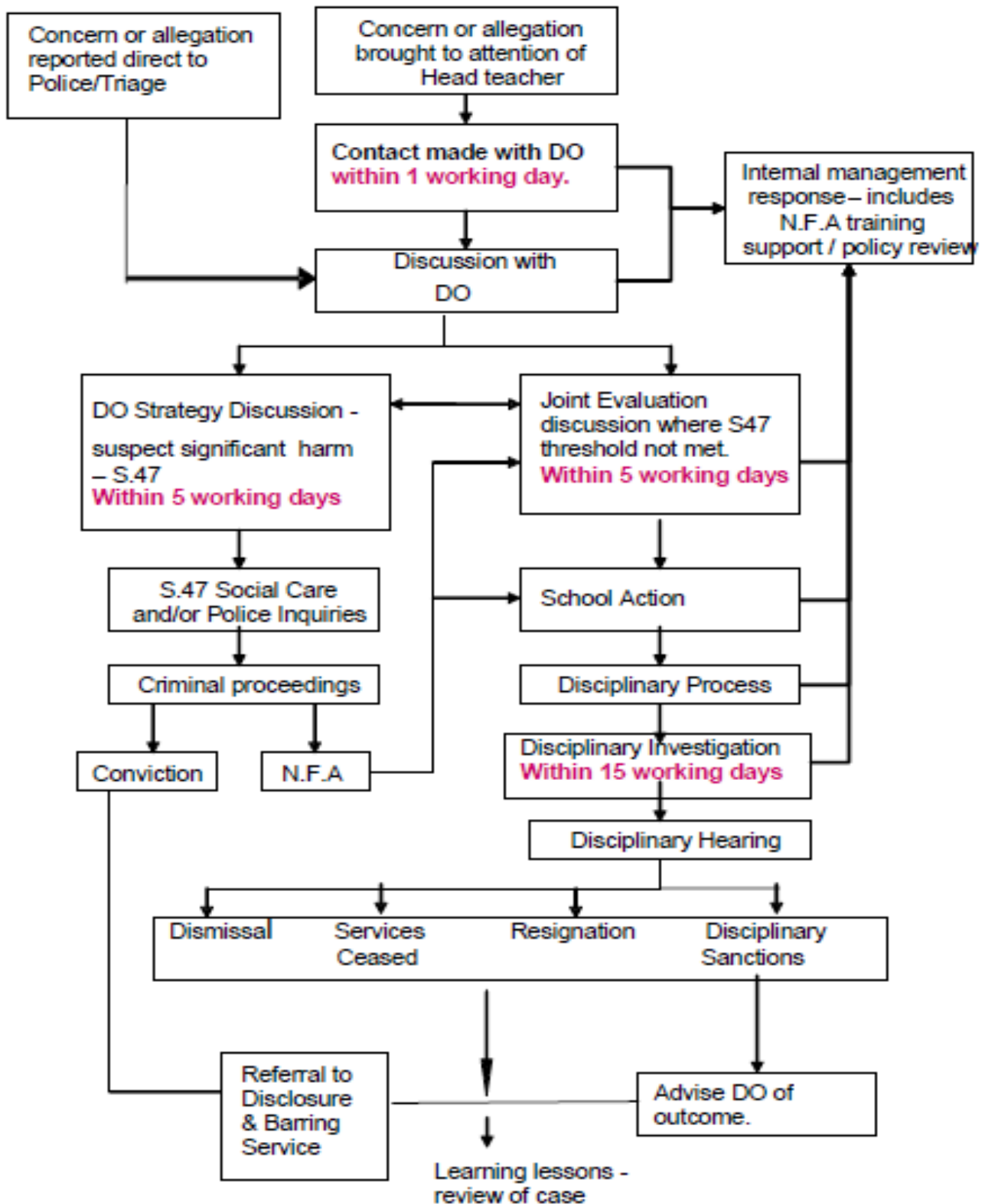
All children at The Altmere & Lathom Schools Federation must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately.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

## RESPONDING TO CONCERNS ABOUT A CHILD





# RESPONDING TO CONCERNS ABOUT AN ADULT



#### 4. Types of Abuse/Specific Safeguarding Issues

All staff at The Altmore & Lathom Schools Federation are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. "... All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school/college and /or can occur between children outside of these environments". (Keeping Children Safe in Education 2021)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are a number of specific types of abuse to which we are aware and especially alert.

**Physical abuse:** 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 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, although it may occur alone.

**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 in education.

**Neglect:** 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.

Owing to the nature of the day-to-day relationships children at Altmore & Lathom Schools have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the 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.

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

##### 4.1 Peer-on-Peer abuse

Our schools may be the only stable, secure and safe place in the lives of children at risk of, or who have

suffered harm. However, on occasions their behaviour maybe challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child on child abuse can manifest itself in many different ways. This may include bullying (including cyber bullying), online verbal abuse; gender-based abuse, verbal sexist abuse, unwanted, unthinking or coerced nude or semi-nude image sharing; or sexually harmful behaviour. We do not tolerate any bullying, abuse or harmful behaviour in school and will take swift action to intervene where this occurs.

We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse. (Please refer to the Behaviour Policy, and Anti-bullying Policy).

#### **4.2 Sexual Violence and Harassment**

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

Our school will ensure that Sexual Violence and Sexual Harassment is not acceptable in any circumstances. We do not accept that it is 'just part of growing-up' or a joke. We will manage such incidences in the same way by considering the need to undertake an immediate risk and needs assessment, and, as with any other Child Protection concern, will follow the same procedure.

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

An example of such harassment is 'Upskirting', which 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. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our school manages such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures. Pupils initiating such abuse or sexualised behaviour will be subject to an **AIM risk assessment/Brook Traffic Lights Tool** (for EY and KS1) which will inform a safety plan for everyone involved, including themselves. [Brook Traffic Lights tool](#)

#### **4.3 Children with SEND**

Our staff understand that children with SEND can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- Instances of peer on peer sexual abuse where the perpetrators are children will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND and/or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers.
- Communication barriers that make telling an adult difficult.
- The requirement of Personal, or Intimate Care.

Our school will consider these additional vulnerabilities and challenges in considering the safeguarding of our children.

#### **4.4 Children Missing from Education (CME)**

As part of our Safeguarding role, we ask parents and carers to provide a minimum of two contact details, we

will regularly check with them to ensure that the contact details we hold are current and up-to-date.

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. (Please see absence monitoring protocol). Where contact is not successfully made, a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), Social Care or Police).

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

#### **4.5 Contextual Safeguarding**

All staff are aware that Safeguarding incidents and, or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The DSL/DDSLs and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual Abuse take different forms and children can be vulnerable to multiple harms including, but not limited to Sexual exploitation, Criminal Exploitation and Serious Youth Violence.

##### **4.5.1 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines**

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur when individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to boys and girls from any background or community. This power imbalance can also be due to a range of factors including gender, age, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something that the child needs or wants and, or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threat of violence. Children can be exploited even when the activity appears consensual.

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.

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.

Criminal exploitation of children is a geographically wide spread form of harm that is a typical feature of County Lines criminal activity, drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Our school will consider a referral using the Newham pathways, or a direct referral using the national referral mechanism for human trafficking.

##### **4.5.2 Serious Violence**

There are a number of indicators, which may signal that a child is at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendship, or relationships with older individual or groups, a significant decline in performance, signs of self-harm or, a significant change of attitude, wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

## 4.7 Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses abuse committed to protect or preserve 'honour'. It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL/DDSLs. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM [Multi agency statutory guidance on FGM](#)

### 4.7.1 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The Serious Crime Act 2015 (Home Office, 2015) places a duty on teachers to notify the Police of any known cases of FGM where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection procedures. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Connect.

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the [Multi agency statutory guidance on FGM](#).

### 4.7.2 Forced Marriage

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

## 4.8 Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. The [Counter Terrorism and Security Act \(HMG 2015\) section 26](#) places a duty on schools in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism.' This duty is known as the Prevent duty.

It requires schools to:

- Teach a broad and balanced curriculum which promotes SMSC, Mental and Physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life, and must promote community cohesion.
- Be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

### Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: i) risk assessment; ii) working in partnership; iii) staff training, and iv) IT policies to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents/the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. The Government has launched **educate against hate**, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

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**

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff understand how to identify those who may benefit from the support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham referral pathways.

An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping Children Safe in Education (2020) are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

### **4.9 Mental Health and Wellbeing**

All staff are aware that mental health can in some cases be an indicator that a child has, or is suffering from, or

is at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggest they may be experiencing a mental health problem. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school's children protection policy and the senior Mental Health Lead will be informed.

Our school works to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a child's life, the more protective factors, or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm, or suicide, but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the mental health and wellbeing of our children. It is equally important that parents share any concerns about the wellbeing of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the DSL or Mental Health Lead will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

#### **4.10 Domestic Abuse**

Domestic Abuse is defined as 'any incident or pattern of controlling, coercive, threatening behaviour, violent, or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual; financial and emotional, coercive or controlling behaviour'.

**The Domestic Abuse Act 2021** introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Our school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass operates in the London Borough of Newham and our school will work with those agencies to ensure that our children are supported and kept safe.

#### **5. Procedures**

All staff members have a duty to identify and respond to suspected and actual abuse or disclosure 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 DSL, or in their absence the DDSL. Concerns about a child at risk of radicalisation or extremism will be raised with the Prevent and DSL.

All action taken is taken in accordance with the following guidance:

- Newham Safeguarding Children partnership guidelines – Pan-London Child protection Procedures

- Keeping Children Safe in Education (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Prevent Duty Counter-terrorism and Security Act (HMG 2915)

Where there is risk of immediate harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school. Less urgent concerns or requests for support will also be referred via the Newham MASH Portal for consideration of Early Help support as appropriate. We will call police to the school directly if the risk is assessed as acute and immediate.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the Newham MASH with parents, or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm, or impeded a criminal investigation. On occasions, it may be necessary to seek advice from the Newham MASH or the Police in making decisions about when it is appropriate to share information with parents, or carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the DSL who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to access the portal.

If, for any reason, the DSL or DDSL is not available, this should not delay appropriate action from being taken. Safeguarding contact details are displayed in the school to ensure all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child.

If a child resides outside Newham the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

### **Ensuring a safe environment and a safer school culture.**

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

- Promoting a caring, safe and positive environment within the school.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken.
- Ensure that our staff are fully inducted and comply with the school's staff 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 of children.
- Displaying appropriate posters that detail contact numbers for child protection help-lines.
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school.
- Welcoming visitors in a safe and secure manner.
- Undertaking risk assessments when planning out of school activities or trips.
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

Our DSL and deputy DSLs will continually monitor our Child Protection, Safeguarding and Early Help practices and bring to the notice of the Headteacher and Governors any weaknesses or deficiencies.

The Governing Board has a duty to remedy any weaknesses that are identified.

An annual report will be submitted to the Governing Board which will outline the Child Protection, Safeguarding



and Early Help work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

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

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

The Governors, Executive Headteacher and Designated Staff recognise the expertise that staff build by undertaking Safeguarding training and managing Safeguarding concerns on a daily basis. The annual safeguarding CPD provides a platform for staff to contribute to and shape Safeguarding arrangements and Child Protection Policy.

Our Policy will be reviewed annually with Governors.

## **Early Help**

All staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- has a parent/carer in custody

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.

When new staff, agency staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputy and how to share concerns with them. **Appendix 2 Early Help pathway in Newham.**

## **6. Training**

The DSL and DDSLs undertake Child Protection training appropriate to the role every two years at a minimum. The Executive Headteacher, all staff members and Governors receive appropriate Child Protection training

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

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

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

Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

## **7. Professional confidentiality**

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or children) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DSL or DDSLs and may require further referral and subsequent investigation by appropriate authorities.

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

The Altmere & Lathom Schools Federation is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

## **8. Records and Information sharing**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Staff must have due regard for the Data Protection Act 2018 and GDPR. Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent would place a child at risk. Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record (see **Appendix 3 and Appendix 4, pages 22 - 25**) with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. All concerns are recorded/referred on the electronic Safeguard system, ensuring clear records/chronology of timely appropriate action. The DSL and DDSLs are copied-in to all referrals, ensuring that the appropriate action is taken.

Any records related to Child Protection are kept in an individual Child Protection file for that child, separate to the pupil file. All Child Protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth, or until they transfer to another school or education setting. All electronic Safeguard files are able to be downloaded if necessary and can also be kept in the child's Child Protection file. We acknowledge the guidance for transferring records as below.

Where a child transfers from our school to another school or educational setting including colleges, their Child Protection records will be forwarded securely to the to the new educational setting. Confirmation of the child's attendance at the new school will be established before records are transferred. These will be marked 'Confidential' and for the attention of the receiving school's DSL. We will obtain evidence that the paperwork has been received by the new school (recommended to be an e-mail) and then destroy any copies held in our school. Electronic transfer of a safeguard record will also be made for receiving schools using Safeguard. If paper files are sent, they will be securely sealed and sent, under arrangements for immediate return if delivery

to the receiving school's DSL/Headteacher is not possible. A receipt is expected.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. (*Keeping Children Safe in Education 2021*)

**Transferring settings do not need to keep copies of child protection files**, but if they do, they must be kept in accordance with data retention (and for the shortest practical time). In CP cases where there may be ongoing involvement from transferring settings, for example **if any siblings still attend your setting**, DSLs may wish to take copies of chronologies. Electronic systems may have an option to link this information. If a child who is subject of a child protection plan leaves your setting and you are unaware of the name of the child's new education placement, you should contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.

(*Newham LA Safeguarding*)

Where a child joins our school, we will request all child protection records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Education Safeguarding Officer.

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
- 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 and 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.
- Altmore & Lathom Schools recognise the importance of information sharing. GDPR fears should not be a barrier to information sharing as the safety of the child should be of the utmost importance. "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children."
- We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

## 9. Interagency working

Our school will be pro-active and prioritise inter-agency working to contribute to safeguarding children. It's the responsibility of the DSL to ensure that the school is represented at and a report is submitted to any Child Protection conference or core group meetings for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions and planning at the meeting(s).

If a child is subject to a Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their school attendance, mental health and emotional well-being, academic progress, welfare and presentation. The DSL will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the Child Protection

plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless waiting do for the next meeting would place the child at further risk of significant harm. In this case the DSL will inform the child's key worker immediately and then record that they have done so and the actions agreed.

When we become aware that a child who is being, or is going to be, privately fostered our school has a duty under section 10 of the Children Act 2004 to inform the Local Authority to ensure appropriate safeguards are in place. The DSL will make an appropriate referral using the Newham referral pathway.

- 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 CYPS 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.
- Altmore & Lathom Schools work closely with Social Care, the Police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of Early Help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The Altmore & Lathom Schools Federation recognises the importance of information sharing.

## **10. Allegations about members of the workforce**

The aim of our school is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff handbook/Code of conduct. We do, however, recognise that sometimes allegations of abuse are made and when they occur, they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek harm or abuse children. Our school takes all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

Supply staff, whilst not employed by the school are under supervision, direction and control of the governing board when working in the school. If we receive an allegation about an individual that is not directly employed by the school for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to re-deploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and LADO to manage the process.

We will always ensure that the procedures outlined are Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone **020 3373803** or email [cppt.lado@newham.gov.uk](mailto:cppt.lado@newham.gov.uk)

If any allegation is made or information is received about any member of staff or volunteer who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved in a way that indicates they may not be suitable to work with children

The member of staff receiving the information should inform the Executive Headteacher/Head of School immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of Governors (Mr Muhammed Mashud). In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair. The Executive Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

The member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly. Please refer to section 11 of this policy.

The school has a legal duty to refer to the Disclosure And Barring Services (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our school, a referral will be made as

soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the HR department.

We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at NSCB LADO.

Safeguarding concerns about adults in the school should be made directly to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of Governors. The procedures for management of the allegations against staff are:

- The DSL should immediately discuss the allegation with the Local Authority Designated Officer (LADO), to consider the nature, content and context of the allegation and agree a course of action.
- The LADO may request additional information, such as previous history, whether the child or family have made similar allegations previously and the individual's current contact with children.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation.
- Where there is no evidence, the DSL should discuss the allegations with the LADO in order to determine whether Police involvement is necessary.
- The DSL should inform the accused person about the allegation as soon as possible after consulting the LADO.
- Where it is clear that an investigation by the Police or CYPS is unnecessary, the LADO should discuss with the DSL the options open to the school. This will range from taking no further action to dismissal or a decision not to use the person's services in future.
- Suspension should not be the default position: an individual should only be suspended only if there is no reasonable alternative.

## **11. Whistleblowing**

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

- All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing Policy.
- We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE, 2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: [help@nspcc.org](mailto:help@nspcc.org)
- Parents or others in the wider school community with concerns can contact NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

APPENDIX 1

**Newham Joint Statement on *Everyone's Invited***

[Joint position statement on Everyone's invited | Newham Connect](#)

APPENDIX 2

**Early Help Offer**

[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)

### APPENDIX 3

## Recording Safeguarding Concerns

Full Name of Child	Date of Birth	Tutor Group/Class

Nature of worry, concern or disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there and what the child said or did and what you said.	
Time and date of incident:	
Was there an injury? Yes/ No	Did you see it Yes / No
Describe the injury	
Have you filled in the body plan to show where the injury is and its approximate size? Yes /No	
Was anyone else with you? If 'Yes' who?	
Has this happened before? Is 'Yes' did you report the previous incident?	
Who are you passing this information to?	
<b>Name:</b>	
<b>Position:</b>	
<b>Your signature:</b>	
<b>Printed Name:</b>	
<b>Role in School:</b>	
<b>Time form completed:</b>	

Time form received by Designated Safeguarding Lead:

Action taken by Designated Safeguarding Lead:

Referred to:

Date:

Time:

Have Parents been informed? Yes / No (If no, state reason)

Feedback given to:

Pastoral team

Early Help  
Lead

Child

Person who recorded disclosure

Further Action Agreed:

DSL Signature:

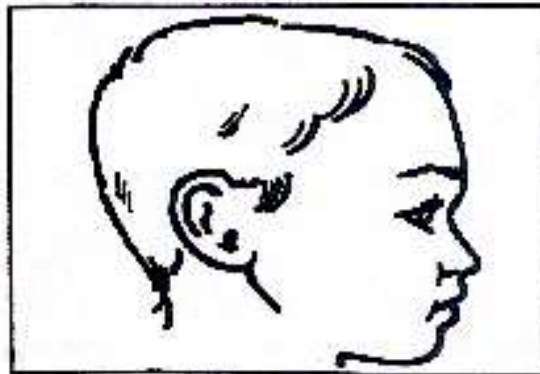
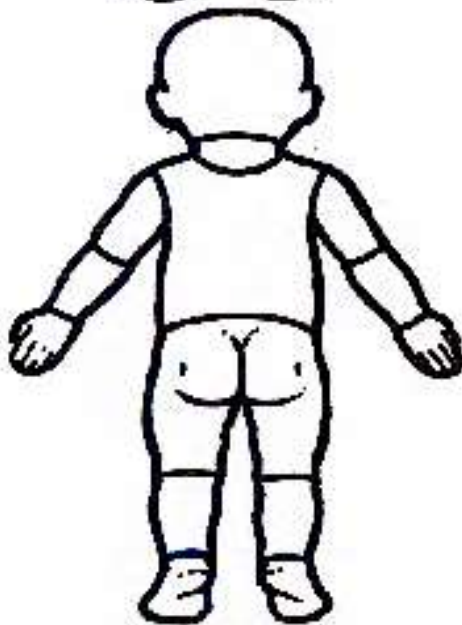
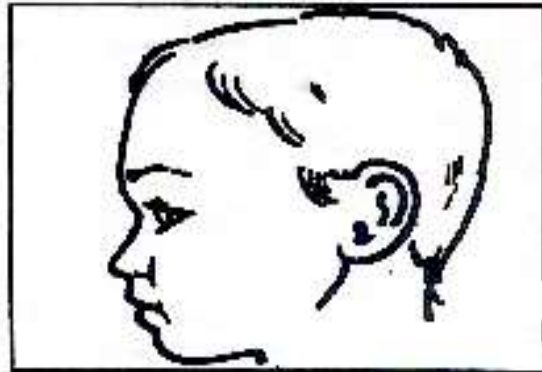
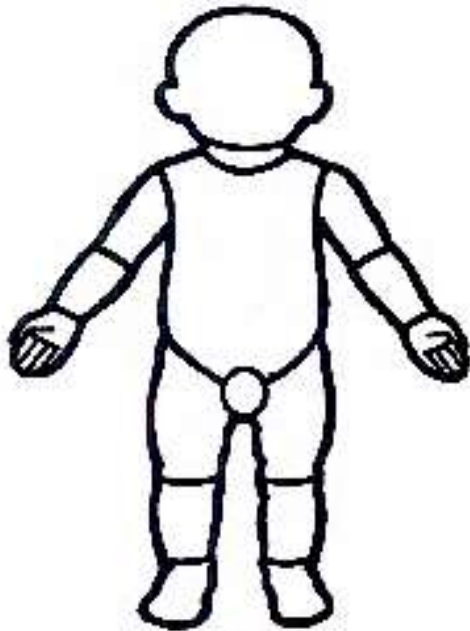
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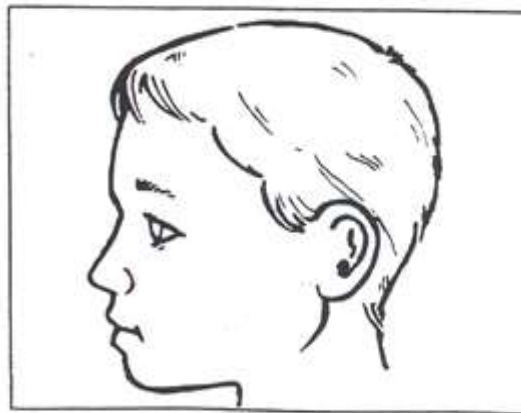
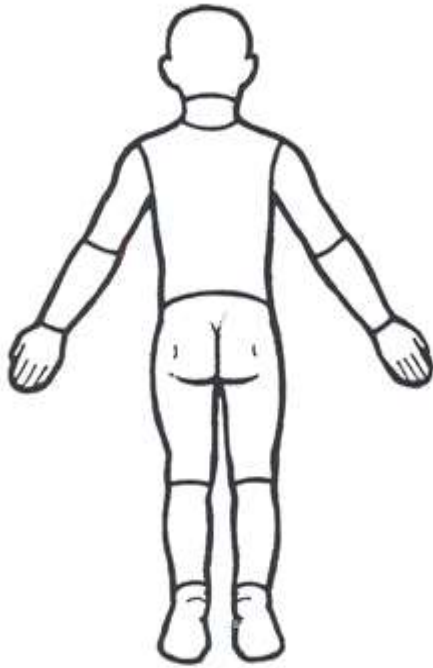
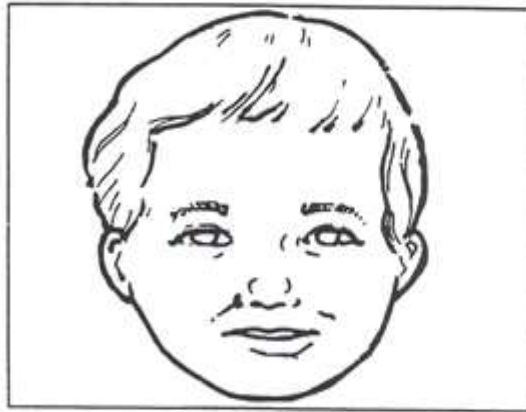
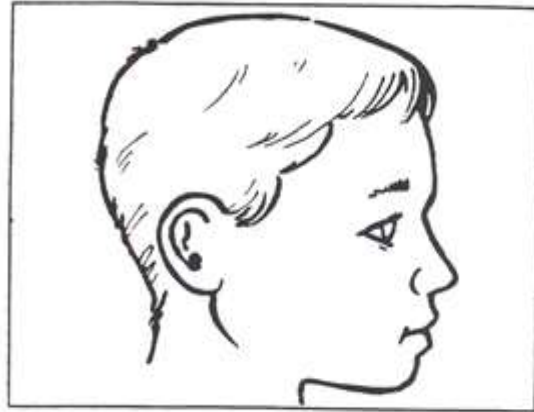
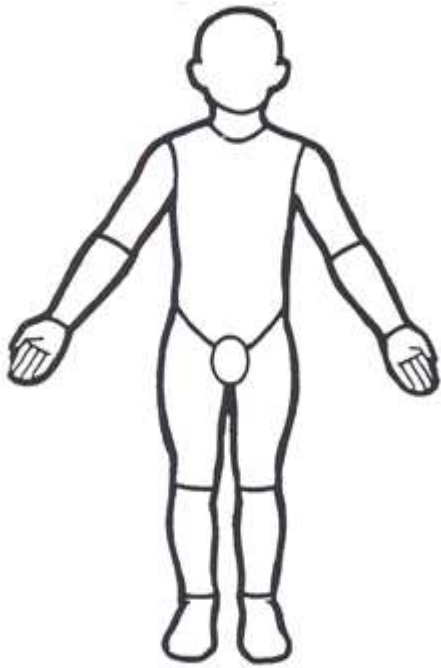


Body Plans

Young Child



Older Child



## APPENDIX 5

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

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

- Children of disabled parents entitled to carer's assessment.
- Children who are suspected of being trafficked.

**9. FGM - Female Genital Mutilation**

- Sometimes referred to as female circumcision, cutting or sunna, refers to all procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons (2014 NHS)

## **APPENDIX 6: Coronavirus**

In the current situation, the main principles of this safeguarding policy should be adhered to. This includes the reporting of concerns about children or adults, escalation policies, and all processes relating to specific safeguarding issues.

### **Delegation and lead DSL**

For safeguarding at Altmere & Lathom Schools Federation, the following delegation list applies.

<u>Role</u>	<u>Name</u>	<u>Contact details</u>	
• Lead DSL	Sarah Rowlands (EHT)	07415 800030	<a href="mailto:sarah.rowlands@alfederation.com">sarah.rowlands@alfederation.com</a>
• Deputy DSL	Carolyn Marles (Altmere)	07415 858146	<a href="mailto:carolyn.marles@alfederation.com">carolyn.marles@alfederation.com</a>
• Deputy DSL	Yolanda Musinguzi (Lathom)	07872 823501	<a href="mailto:yolanda.musinguzi@alfederation.com">yolanda.musinguzi@alfederation.com</a>
• Deputy DSL	Karen Higgins (AHT – Altmere)	07495 585604	<a href="mailto:karen.higgins@alfederation.com">karen.higgins@alfederation.com</a>
• Deputy DSL	Lynn Walton (AHT – Altmere)	07494 440819	<a href="mailto:lynn.walton@alfederation.com">lynn.walton@alfederation.com</a>
• Deputy DSL	Kelly Grove (AHT – Altmere)	07494 281735	<a href="mailto:kelly.grove@alfederation.com">kelly.grove@alfederation.com</a>
• Deputy DSL	Janine Lodhia (AHT – Lathom)	07572 440500	<a href="mailto:janine.lodhia@alfederation.com">janine.lodhia@alfederation.com</a>
• Deputy DSL	Lisa Wenborne (AHT – Lathom)	07872 823503	<a href="mailto:lisa.wenborne@alfederation.com">lisa.wenborne@alfederation.com</a>
• Deputy DSL	Zena Holroyd-Doveton (Lathom)	07712 829131	<a href="mailto:zena.holroyd-doveton@alfederation.com">zena.holroyd-doveton@alfederation.com</a>
• Deputy DSL	Sandie Boulter (CC – Altmere)	07939 949878	<a href="mailto:sandra.boulter@alfederation.com">sandra.boulter@alfederation.com</a>
• Deputy DSL	Vicky Cunningham (CC – Altmere)	07961 632920	<a href="mailto:vicky.cunningham@alfederation.com">vicky.cunningham@alfederation.com</a>

### **Updated guidance: Social Care, MASH, LADO**

As of now, the processes for Social Care, MASH, and the LADO remain as in the main policy. As with all key services, social care is currently focused on the highest risk cases. Any changes will be reflected in an update to this appendix. All escalation and other processes should be followed as usual and as set out in the main body of this policy.

### **Safeguarding vulnerable children**

Each school has a list of vulnerable children. This includes but is not limited to children who: receive High Needs Funding; are LAC; have an allocated social worker. Many of our children have additional vulnerabilities. These children are discussed in our weekly briefing meetings and tracked in our Leadership Team meetings.

All children and families who we consider vulnerable are being encouraged to attend school. Where this is not happening, and the children have an allocated social worker, we are working closely with the social worker to ensure regular contact and to continue working to remove barriers so the children can attend. Regular welfare calls/contact are made at least once a week – more regularly for those children at highest risk. Records of all calls/contact are recorded on *Safeguard* and where appropriate copied to the allocated Social Worker; any concerns are escalated following the processes set out in the main body of this policy.

Food parcels are being distributed to all eligible families on a weekly basis. However, if there are immediate concerns regarding food for any vulnerable family, this must be flagged so that arrangements can be made to support the family.

Additionally, by nature of the web-based learning platforms that are being used by children for their home learning during this school closure period – engagement is being tracked by class teachers and the linked member of the leadership team. Non-engagement is an indicator that is flagged and followed-up with a welfare phone call.

### **Online safeguarding and peer-on-peer abuse**

We have very clear procedures in place for online safety, particularly where new technologies or approaches are being used as a result of the current situation. All staff have signed the *Acceptable Use Policy*, this continues to apply, along with providing clarity that the usual standards and expectations remain, in regard to any interactions with children.

### **Staff interacting with children online, particularly if using video technology, must follow the following guidelines:**

- Risk assessment to be carried out for online learning using video technology.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- Schools should risk assess the use of live learning using webcams (this is not currently being used by our schools).

- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products).

We recognise the limitations of online learning. Access to technology is highly varied amongst our communities, particular at this time when so many parents and older siblings are working from home. We are keen to ensure a balance of screen time and time away from screens. We appreciate in this, and all areas, that the challenges families are currently facing, (including, but not limited to illness), will inevitably, limit (in some cases severely) the ability of children to be able to carry out significant home learning. We are also highly aware that some of our children with additional needs may struggle with the concept of home learning.

For instances of peer-on-peer abuse, the processes set out in the main body of this document should be followed as closely as possible. It is acknowledged that a lack of direct access to the children involved may hamper this process. However, all reasonable efforts must be taken to:

- Gather as much information as possible
- Decide on an action, including a referral to Children's Services/Police where appropriate
- Informing parents, where appropriate and if it is believed this will not bring additional harm or risk to the children involved.

At Altmore, staff are using *SeeSaw*, and at Lathom we are using *Google Classroom* to set and review learning being completed by children at home. For *SeeSaw*, all comments and reviews are checked and authorised by the member of the Leadership team linked to the year group before they are approved and uploaded. At Lathom the linked member of the Leadership team is also reviewing and contributing to the learning for classes in their year group.

Wherever possible, we are trying to encourage families and children to take part in hands-on, practical learning and spend time away from screens. Weekend project work is encouraging this aspect of children's learning. We are also providing reminders that, where they are using technology to supplement school work, they need to ensure these are reputable and can provide evidence that they are safe and can be trusted to have access to children. Recommended websites/apps have been shared with families to support this, in addition to those already listed on the schools' websites.

Sources we are providing to support parents include:

[https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD\\_BwE](https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE)

<https://www.net-aware.org.uk/>

<https://www.thinkuknow.co.uk/parents/support-tools/support-your-child-at-home>

### **Emotional/mental health**

We are providing guidance and support for our children's mental health during this challenging time. Work that is being set for home learning includes physical activities and suggestions for parents on how to support their child's emotional health. There is a clear emphasis on the need to focus on activities and managing time to minimise stress and anxiety. We are also providing practical steps to support this: such as creating a clear, realistic timetable with model examples provided.

In school, children are also focusing on both physical and emotional health through the daily timetable. A key focus when calling all families is their current state of mind. Any concerns should be recorded on Safeguard and escalated following the usual processes for reporting concerns outlined in this policy. Please see the DfE's guidance : [Mental Health and behaviour in Schools](#)

### **Training and induction**

Usual safer recruitment processes will continue to be followed where recruitment is being undertaken. For any staff starting during the current situation, induction processes will be followed as usual, including checks of all key documentation and the usual safeguarding induction.

### **Children moving school**

Whilst unlikely in the current situation, it is possible that children will move school. It is also possible that children will be identified as 'CME' through the checks being carried out. Currently, the usual CME processes should be followed for any children in this situation as should the usual processes for children moving school.