

Safeguarding and Child Protection Policy



This policy is available on our school website and also on request from the school office. We inform parents and carers about this policy when their children join our school and through the school newsletter.

Safeguarding and Child Protection Policy

Mission Statement

‘Expect the Best ...To be the Best’

School Aims:

- To ensure that all pupils whatever their race, gender, age or ability feel valued and supported to achieve their best.
- To promote positive learning attitudes and behaviour and create safe and effective learning environments where all children and staff show mutual respect for one another.
- To provide effective and strategic leadership at all levels.
- To deliver high standards of teaching that enable children to make progress and reach high standards of attainment.

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1. Introduction

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 practitioners 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 2022)

This **Child Protection and Safeguarding Policy** is for all school and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with our policy and procedures for:

- Safer Recruitment
- Staff Code of Conduct
- Physical Intervention
- Anti-Bullying
- Equality
- Behaviour and Discipline
- Attendance
- Health and Safety
- Educational Visits
- Online Safety
- Acceptable Use
- Data Protection
- Social Media and Photography
- Whistleblowing
- Complaints

This policy should be read in conjunction with **Keeping Children Safe in Education, DfE 2022 (KCSiE22)** and with reference to 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**. (Appendix 2).

All staff should read

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSiE_2022_Part_One.pdf and

DFE statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf, and

‘What to do if you’re worried a child is being abused: Advice for practitioners’
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf (DfE March 2015).

Sensitivity to language: Our school staff say, ‘targeted child’ instead of ‘victim’, because a child may not see themselves as a victim. We say, ‘actor’ when investigating incidents, rather than use labels like ‘bully’ or ‘perpetrator’. All these words and other terms are used and examined thoroughly for their meaning and impact as part of the safeguarding curriculum in our school.

Safeguarding is defined in Keeping Children Safe in Education 2022 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.

2. Statutory framework and content/location of embedded safeguarding

2.1 The Education Act 2002 Section 175, places a statutory responsibility on **the governing body** to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.2 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)**.

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

- Schools Covid- 19 Operational Guidance (DfE 27 August 2021)
- London child protection procedures <http://www.londoncp.co.uk/>
- [Working Together to Safeguard Children](#) (HMG, 2018)
- Education Act 2002
- Domestic Abuse Act 2021
- Modern Slavery Act 2015
- [What to do if you're worried a child is being abused](#) (HMG, 2015)
- [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)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)
- Sexual Offences Act (2003)
- Voyeurism (Offences) Act 2019
- Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- <https://contextualsafeguarding.org.uk/>
- Education (Pupil Registration) Regulations 2006
- General Data Protection Regulations 2018 (GDPR)
- [Searching, screening and confiscation](#) (DfE, 2018)
- Use Of Force DfE current guidance.
- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- The Homelessness Reduction Act 2017
- [Preventing and Tackling Bullying](#) (DfE, 2017),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Advice on Whistleblowing in Maintained Schools (DfE 2014)
<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

2.4: Please note that guidance [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2017) has now been incorporated throughout the DfE guidance document (Sept 22).

2.5 Our Governing Board will ensure that children are taught about how to keep themselves and others safe, including online. Relevant topics will be included within Relationships Education and Health Education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic transphobia and sexual violence/harassment. Our school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school behaviour and discipline policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

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.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and **speaking to the Designated Safeguarding lead (DSL)** if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

There are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown in Appendix 1. All staff in our school are familiar with the Early Help Offer - see Appendix 3.

3.1 The Governing board

The Governing Board ensure 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 Governing Board's vision and values.

The Governing Board ensures that all required policies relating to child protection and safeguarding (including Covid-19) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all Governing Board's 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. The Governing Board 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 that there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their role, as set out in Keeping Children Safe in Education 2022. 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 the Governing Board on issues arising from their role which impact on the school.

The Governing Board checks that safeguarding is included in relevant policies such as **Behaviour and Discipline, Online Safety and the staff Code of Conduct**. They also ensure that safeguarding is highlighted in all policies as the overarching responsibility of all staff at all times, particularly in procedures involving sanctions or searches.

The Governing Board ensures that the school contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. 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 Governors, staff members and volunteers undergo appropriate safeguarding and child protection training that is regularly updated, at least annually, to provide them with the relevant skills and up to date knowledge to keep all our children safe. The Governing Board ensures that all staff have the knowledge, skills and understanding of children who have an allocated social worker. It recognises their additional vulnerabilities along with those of looked after and previously looked after children and monitors school action with all these children to keep them safe.

The Governing Board ensures that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems are in place in school. This responsibility includes children who are accessing on-line learning from our school, 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 maintaining 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 conduct background checks through an online search as part of due diligence when shortlisting candidates; 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. This includes a whole-school staff responsibility to support children affected by child on child abuse in all its forms, by following our protocol for listening, reassuring and reporting to allow the child to move on. The Designated Safeguarding lead (DSL) will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

The Designated Safeguarding Lead (DSL) is a source of advice and support to other staff on all child protection matters and makes sure that timely referrals to Newham Multi-Agency Safeguarding Hub (MASH) 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 (DSL) is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

The Designated Safeguarding lead (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 Designated Safeguarding Lead (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 make 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 Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, the Headteacher ensures that all safeguarding policies and procedures adopted by the Governing Board are followed by all staff.

The Headteacher will ensure that children are taught about safeguarding themselves and their peers, including e.g. online safety, the emotional impact of on-line nude image sharing, sexist abuse, body shaming or the sexual targeting of children with SEN 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.

The Headteacher ensures that all pupils, individually or collectively through structures such as our Pupil Leadership Team and Prefects 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 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 who need it in the school.

The Headteacher will make sure that they are satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child and obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff – safeguarding children's futures

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn and to ensure that every child has access to learning, even if circumstances preclude their physical presence in the school.

All staff 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 may 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 use the portal to make a referral to the Newham MASH when there is a need to do so. To support this, they can use [Newham Pathways to help and support guidance 2022 v3 \(1\).pdf](#)

All staff should be able to reassure targeted children that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child 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 the platform for online learning (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 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.

4. Types of abuse / specific safeguarding issues

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another" [...] All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families... All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.

Keeping Children Safe in Education (DfE, 2022)

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.

4.1 Child on child abuse

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying); on-line 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 emotionally available adult to them if someone is behaving in a way that makes them feel uncomfortable. Staff are proactive and vigilant in recognising when a child may need to tell an adult of their choice about what is happening to them, will acknowledge how they feel and support them through the next steps of reporting to MASH, if that is what it takes to keep them safe. Our school staff understand the different gender issues that can be prevalent when dealing with child on child abuse. The school's Anti-bullying policy and Behaviour and Discipline policy outline the ways that we prevent and

respond to particular issues in this area. Most of these instances are raised as Incidents of concern. Dealing with these is led by the Pastoral Manager or a member of the Senior Leadership Team. These are all appropriately logged on the school's Safeguard record system.

Consensual image-sharing between older children of the same age may require a different response as it may not be abusive but the children still need to know that it is illegal and risky to maintain privacy as well as jeopardising future job searches, for example.

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.

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 a **risk assessment** (e.g AIM or Brook Traffic Lights systems) which will inform a safety plan for everyone involved, including themselves. This risk assessment will be appropriately shared with parents and key staff. **Appendix 10** shows a flow chart of how incidents are dealt with.

4.3 Children with special educational needs and disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These 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 child on child 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 takes into consideration these additional vulnerabilities and challenges and staff are proactive in safeguarding all our vulnerable children. We are also aware of the entitlement for assessment under a Child in Need framework of families with children with significant SEND as well as the ability for parents to ask for a Carer's assessment.

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 and we will regularly ask parents and carers to ensure that they are kept 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 by using the Studybugs app or by calling the school office prior to the start of the school day. Where contact is not successfully made, follow up texts and phone calls, home visits and, when needed, 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 **Designated Safeguarding Lead (DSL)** and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families.

[Contextual Safeguarding](#) is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Our school staff need to engage with individuals and groups who do have influence over/within extra-familial contexts, and we recognise that risk assessment of, and intervention with, such sources of influence on our students are a critical part of our safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of our child protection systems in school in recognition of the fact that young people are vulnerable to abuse in a range of social contexts.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to the MASH, from where they are likely to be referred to the PCEHH.

4.5.1 Newham PCEHH – Preventing Child Exploitation and Harm Hub

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PCEHH helps to identify and engage with children and young people who may be potentially at risk from any form of exploitation by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

It is well documented that focusing on prevention, early identification and intervention helps disrupt activity that might increase the probability of children and young people being exploited. Where there are low or emerging risks of child exploitation with no safeguarding concerns but heightened vulnerabilities, the child or young person is referred to the PCEHH for a multi-agency discussion to agree a co-ordinated package of support for the whole family. Involving all family members can be a key determinant in supporting children and young people to remain safe and achieve good outcomes.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

4.5.2 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 where an 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 children and young people from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something the 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 threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs 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. Our school will consider a referral using the Newham pathways or a direct referral using the National Referral mechanism for human trafficking.

4.5.3 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 friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being 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.

4.6 Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving “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 such practices such as breast ironing.

4.6.1 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 female genital organs. It is illegal in the UK and is a form of child abuse.

We know that if a teacher in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, staff must and will report this to the police. The DSL will advise/support staff in this position and work with appropriate colleagues and agencies to support the girl and liaise with the family. 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 Newham Connect at: [Children Missing Education](#). Any suspected cases of FGM should be raised with the Designated Safeguarding Lead in addition to the above. **Appendix 6** shows common terms to be aware of.

4.6.2 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.

4.7 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. 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 spiritual, moral, cultural, 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 and;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Guidance for Safeguarding personnel in schools can be found here: [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)

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 this 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. See Appendix 6 for the flow chart

4.8 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 at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health issue. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school's Child 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 well-being of our children. It is equally important that parents share any concerns about the well-being 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 Designated Safeguarding Lead (DSL), Senior Mental Health Lead or Pastoral Manager will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways – this may include in-school support through pastoral provision groups, CAMHS consultations and support, CAMHS referrals, Educational Psychologist involvement and MASH referrals.

4.9 Domestic Abuse

Domestic abuse is defined as *“any incident or pattern of controlling, coercive, threatening behaviour, violence 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 use the information shared to ensure that our children are supported and kept safe. This Police notification inbox is checked daily so that appropriate follow up and pastoral support can be considered. Our school will work with those agencies to ensure that our children are supported and kept safe.

5. Procedures

5.1 All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, one of the Deputy Designated Safeguarding Leads. Concerns about a child at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Leads.

5.2 All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2022)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#)

5.3 Where a child is suffering or is likely to suffer from harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal, or the MASH service in the child’s resident borough immediately. 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 or resident borough 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 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 impede a criminal investigation. On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

5.4 Practice when Police are called to the school.

Before calling police to the school, the DSL and senior staff will reflect upon the proportionality of this response, being aware of the child’s rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far.

Best practice for staff considering police intervention to be necessary:

- To consult the DSL and Head Teacher or Deputy Headteacher about the reason to involve the police.
- To consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO.
- This school will prioritise contacting the SSO for advice before asking for other officers to attend.
- A child will not be searched on site by police at all, or taken offsite to a police station without an appropriate adult (DSL, DH) being present if their parent cannot accompany them.

In the event that a child is interviewed on site by police, the DSL will act in loco parentis at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, *subject to the safeguarding guidelines below*. A suitably trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed. [Appropriate Adult | Youth Justice Legal Centre \(yjlc.uk\)](#); [DRAFT GUIDE FOR \(publishing.service.gov.uk\)](#) (*role and responsibilities of an Appropriate Adult*).

No child / student may be subject to a search by police on school premises. Any such search should be carried out at the police station with an AA in attendance to the search.

5.5 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 Designated Safeguarding Lead (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.

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/carers 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 Deputies and how to share concerns with them. **Appendix 2 Early Help pathway in Newham. Appendix 8 for the Early Help and Safeguarding structure in the school.**

6. Training

The Designated Safeguarding Lead (DSL) and Deputy undertake child protection training appropriate to the role at every two years as a minimum. The 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 updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (DSL) and Deputies also undertake training in inter-agency working and other matters as appropriate.

6.1 Positive Handling and de-escalation practice keeps children and staff safe in school. This is refreshed every 3 years and is undertaken by key staff.

6.2 All agency staff must complete the safeguarding induction programme before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school. Certificates for Positive Handling training and the date of the last refresher are part of the recruitment process.

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 Designated Safeguarding Lead (DSL) or Deputies and may require further referral and subsequent investigation by appropriate authorities.

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

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. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (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 or if to gain consent would place a child at risk.

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

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on noting what was said or seen, using a body map to record if appropriate with the date, time and location. The school's safeguard software is used by all school based members of staff. For supply

staff and volunteers the sheet used can be seen in Appendix 4. All paper records will be dated and signed with the name printed and any action already taken. This is then presented to the Designated Safeguarding Lead (DSL) or Deputies, who will decide on the appropriate action and record it accordingly on Safeguard software. Any paper based concern forms are uploaded to Safeguard software.

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 educational setting. We acknowledge the guidance for transferring records as below.

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). This file should transfer within 5 days of a new term and 5 days for in year transfers. In Child Protection cases where there may be ongoing involvement from transferring settings, for example **if any siblings still attend your setting**, copies of chronologies will be kept. 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.

When a pupil is taken off roll as part of a CME procedure the child protection records are kept in accordance with the guidance above. A receipt is obtained.

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 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 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 2022)*

9. Inter-agency working

Our school will be pro-active and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report is submitted to any child protection conference or core group meeting 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 Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, mental health and emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (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 for the next meeting would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (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 the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make an appropriate referral using the Newham referral pathway or the pathway for the borough in which the child is residing.

If there are any concerns about the progress of support for a family under a statutory plan, these concerns will be raised with the Social Worker and the Social Worker's manager. If needed, the escalation policy for the Local Authority will be followed. This can be found at: <https://www.newhamscp.org.uk/wp-content/uploads/2020/12/Escalation-Policy-for-Newham-Safeguarding-Children-Partnership.pdf>

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 as well as in training provided. 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 to 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 the supervision, direction and control of the governing body 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 redeploy 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 in 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 0203 373803 or email cprt.lado@nwham.gov.uk

If an 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; or
- 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 Headteacher immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair. The 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.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with

the school **low-level concerns policy**. Further details can be found in our Recruitment Policy and in Part four of the DFE guidance on Safeguarding.

Any 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 Service (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.

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 a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions 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.uk Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children’s social care may be appropriate.

Our Recruitment policy refers to outcomes to protect staff when allegations against them have been found to be false or unfounded (paras 419 410 KCSiE 22).

DATE APPROVED BY GOVERNING BOARD:

10 November 2023

DATE POLICY TO BE REVIEWED:

Autumn Term 2023

Appendix 1 - Avenue Primary School Safeguarding personnel

| | |
|--|---|
| School Designated Safeguarding Lead | Lee Franklin-Lewis: Deputy Headteacher |
| School Deputy Safeguarding Leads | Meriem Hassane: Home to School Support Worker Lovely Khatun: Assistant Headteacher for Inclusion Shan Ali: SENDCo Sara Murphy: SEND Teacher Katie Hyland: Pastoral Manager Hafise Nazif: Headteacher |
| Designated Prevent Lead | Lee Franklin-Lewis: Deputy Headteacher |
| Designated FGM Lead | Lee Franklin-Lewis: Deputy Headteacher |
| Designated Online Safety Lead | Lee Franklin-Lewis: Deputy Headteacher and Farhat Munshi: Computing Lead |
| Designated CME Lead | Lee Franklin-Lewis: Deputy Headteacher |
| Designated Teacher for children CLA: | Lee Franklin-Lewis: Deputy Headteacher |
| Senior Mental Health Lead: | Lee Franklin-Lewis: Deputy Headteacher |
| Designated Safeguarding Governor: | Geetha Unnithan |
| Designated Governor for children CLA: | Geetha Unnithan |
| Chair of Governors | Geetha Unnithan |

Appendix 2: Newham Joint Statement on Everyone's Invited

[Everyones Invited LBN Statement Sept 2021 final.pdf](#)

| Newham's pathways to help and support chart | | | | |
|--|--|---|--|--|
|  | | | | |
| TIERS | Tier 1: Children and young people whose needs are met in universal services | Tier 2: Children and Young people in need of coordinated or targeted early help | Tier 3: Children and young with complex needs requiring specialist support | Tier 4: Children and young with acute needs requiring protection from significant harm |
| NEEDS | The child or young person has no significant additional Needs that can be met by time limited interventions within universal services and voluntary and community sector organisations. | The child or young person has low level needs which are not being met by universal services, and so requires some additional early help. An early help assessment and action plan with a lead professional will help identify all areas of need and coordinate a planned response with the child, parents / carers and partners. This may involve bringing in other agencies to provide additional support. A team around the family approach should be taken. | The child or young person has complex additional needs or there is a safeguarding concern that requires specialist intervention. Their needs require specialist input as well as coordinated multi-agency support. Needs may meet Section 17 of the Children Act. Children and young people requiring support at tier 3 will usually meet a number of the indicators of need listed below. Previous interventions delivered at early help level may not have met the child or young person's needs. | The child or young person has an acute level of unmet and complex need and / or requires urgent intervention to protect against significant harm. A child and family assessment is required under Section 47 of the Children Act 1989. Children and young people requiring support at tier 4 will usually meet a number of the indicators listed below. |
| PATHWAYS TO FURTHER HELP AND SUPPORT | • No referral is required, support for identified needs to be met within universal services if needs arise | • A lead professional should be identified for this child/ young person in your setting. You should gain parental consent, complete an Early Help Assessment Plan with the family, and lead on its implementation bringing in additional agencies as needed. If you require advice or support to meet this children's needs you can contact the Newham Early Help Hub at: EarlyHelpPartnershipTeam@newham.gov.uk or the Multi-Agency Safeguarding Hub (MASH) Consultation line: 020 3373 4600 (9am – 5.15pm) | • Contact the Local Authority MASH to discuss the needs of the children with a social worker on: 020 3373 4600 (9am – 5.15pm) • If a referral is required following your discussion with the MASH, you should seek parental consent. This unless to do so will put the place the child at risk. • Complete the online portal Form indicating a need for support at tier 3 and attaching any previous early help assessments or actions plans. Children's Services will assess the referral and determine if a Section 17 assessment is required | • URGENT action is required, if a child is at immediate risk of harm call the police 999 • If they are not at immediate risk, contact MASH to make a referral on: 020 3373 4600 (9am – 5.15pm) or the Emergency Duty Team 020 8430 2000 (out of hours) • Parental consent is not required for a referral at tier 4. The parent or carer should be notified of the referral unless to do so will place the child or young person at greater risk of harm • Following a phone call to MASH, complete a Multi-Agency Referral Form indicating a need for support at tier 4 and attaching any previous early help assessments or action plans |
| INDICATORS OF NEED | Child's/Young Person's Developmental Needs | Child's/Young Person's Developmental Needs | Child's/Young Person's Developmental Needs | Child's/Young Person's Developmental Needs |
| | Health: healthy, no physical or mental health condition or disability; access to health services; regular physical activity and healthy diet; no history of substance misuse and is meeting expected milestones and making good progress | Health: physical or mental health condition or disability; missed health checks or immunisations; no physical activity / unhealthy diet impacting on health; early signs that drug or alcohol use is having a negative impact on social wellbeing/ not meeting expected milestones | Health: physical or mental health condition or disability significantly affects daily functioning; chronic health problems due to lack of access to services; and/or concerns related to family functioning; no physical activity / unhealthy diet seriously impacting on health despite sustained interventions; substance misuse dependency impacting mental and physical health and daily functioning | Health: complex physical or mental health condition or disability has significant impact on activities on daily living and outcomes; complex and chronic health problems due to lack of access to services; no physical activity / unhealthy diet seriously impacting on health and placing at risk of significant harm despite sustained interventions; substance misuse dependency places child at significant risk of harm |
| | Social development: strong friendships and positive, respectful social interactions | Social development: limited social interaction; language and communication difficulties; victim or perpetrator of bullying – some support required | Social development: socially isolated; significant communication difficulties; negative interactions and lack of respect; victim or perpetrator or persistent or severe bullying despite early help interventions | Social development: completely isolated; little or no communication skills or positive interaction with others; negative interactions and lack of respect; victim or perpetrator of persistent severe bullying which places wellbeing at risk |
| | Learning, education and employment: Making progress and accessing the curriculum and wider social and cultural activities within the ordinarily available offer, and meeting developmental milestones. | Learning, education and employment: Requires additional support to meet educational, social and cultural milestones, at risk of becoming NEET. Child has an identified or probably additional need which requires support from multi-agency professionals. Emerging concerns about school attendance and engagement. Barriers to working effectively with parents and carers. | Learning, education and employment: In order to access the curriculum the child or young person requires targeted or speciality support / resources within schools and settings. Behaviours that impact on learning and social opportunities. Escalating concerns about attendance and engagement in schools and settings resulting in a risk of, or actual, fixed term exclusions. Considerable barriers to engaging with parents and carers. | Learning, education and employment: significant delay / impairment to developmental milestones; at risk of significant harm as a result. Permanent exclusion and/or considerable difficulty with engagement/attendance. Social and emotional isolation. High risk taking behaviours. Not in education, employment or training. |
| Behaviour: age appropriate, legal activities; self-control appropriate to age and development; does not run away from home is absent or go missing; does not have caring responsibilities | Behaviour: emerging anti-social behavior / risk taking; issues with dysregulation / early interest in extremist ideology / age inappropriate sexualized behaviours. Incidents of being missing from home and non-school attendance. Exposed to frightening behaviour. | Behaviour: anti-social behaviour and risk of gang involvement; has associations/affiliation with negative peer groups involved in offending behaviour (group violent offending, street robbery, use of weapons, drugs offences) expresses support for extremism and violence; regular lack of age appropriate self-control; engaged in or victim of harmful use of internet and social media; persistently missing or absent from home, caring responsibilities have negative impact; and intolerant interactions with others. Child or young person behaves violently towards parent/carer/ family. | Behaviour: involved in persistent, serious criminal activity (group violent offending, weapons use, possession with intent to supply drugs/offences) and violent gang involvement; expresses support for extremism and violence; little or no age appropriate self-control; engaged in or victim of internet and social media activity; significant concern child is being groomed for involvement in extremist activity; child persistently missing or absent with significant concern about sexual exploitation and / or criminal activity; caring responsibilities have negative impact. | |
| Family / environmental factors | Family / environmental factors | Family / environmental factors | Family / environmental factors | |
| Domestic abuse: The expectant mother or parent/carer has a safe and supportive relationship. The expectant mother /non abusive parent /carer is a victim of occasional or low-level non-physical abuse. | Domestic abuse: The expectant mother /non abusive parent /carer is a victim of occasional or low-level non-physical abuse or parental conflict. The perpetrator chooses to be controlling or otherwise abusive some of the time, which impacts negatively on the children undermines the survivor's parenting and the family ecology. | Domestic abuse: The expectant mother (parent/carer has previously been a victim of domestic violence and is a victim of occasional or low-level non-physical abuse. A perpetrator chose to be physically abusive in the past and currently chooses to be controlling or otherwise abusive some of the time, which impacts negatively on the children, undermines the survivor's parenting and the family ecology. | Domestic abuse: Abusive incidents have taken place on a number of occasions. The perpetrator chooses to be violent, controlling and abusive which seriously impacts negatively on the children's safety and wellbeing, undermines the survivor's parenting and the family ecology. | |
| Protection from harm – physical and sexual abuse: child is protected from danger or significant harm, and is not subject to either sexual, emotional or physical abuse | Protection from harm – physical and sexual abuse: evidence of sexual abuse or inappropriate sexual behaviour within wider family network but child is protected from this; child occasionally not protected from accidental harm; physical chastisement within legal limits impacts on child's emotional wellbeing and / or leads to concerns of escalation without intervention; harmful traditional practices are culturally prevalent, but child is protected from these | Protection from harm – physical and sexual abuse: parent/carer unable to protect family from significant harm; possible inappropriate sexual behaviour from parent / carer; family home previously been used for criminal activity, including prostitution, physical chastisement beyond legal limits; concern child may be subject to harmful traditional practices | Protection from harm – physical and sexual abuse: parent /carer unable to protect child from harm, placing child at significant risk; parent carer sexually abuses child or is at high risk of doing so; child is being sexually abused or exploited; parent carer significantly physically harms child; evidence that child may be subject to harmful traditional practices | |
| Perinatal period: take up of ante / post-natal care; coping with parenthood and accessing support as required | Perinatal period: ambivalent to / irregular take up of ante / post-natal care; struggles to parent effectively but open to support | Perinatal period: does not access ante / post-natal care; postnatal depression; sustained difficulties in parenting effectively and will not accept support | Perinatal period: does not access ante / post-natal care and uses drugs or alcohol excessively; serious post-natal depression causes serious risk to parent and child; inability to parent effectively and refusal to accept help has significant adverse impact on child | |
| Parenting capacity to promote child's health, learning and education, emotional wellbeing; consistent parenting and emotional warmth | Limited parenting capacity to promote child's health, learning and education, emotional wellbeing; difficulties in setting boundaries and establishing and maintaining a routine | Very limited parenting capacity impacts adversely on child's health, learning and education; child is emotionally neglected and vulnerable to exploitation; significant risk of parent / child relationship breakdown; parent / carer unable to set boundaries; weak or negative family network | Lack of parenting capacity / deliberately obstructive parenting has significant adverse impact on child's health, learning and education; long term emotion neglect means child is now at very high risk of involvement in exploitation as perpetrator or victim; breakdown of parent / child relationship places child at risk of significant harm | |
| Drug and alcohol use: no evidence of impact on child or on parenting ability | Drug and alcohol use occasionally impacts on child | Drug and alcohol use by parents, carers, family members consistently impacts on child | Drugs and alcohol: drug and alcohol use by parents, carers or other family members severely limits parenting capacity and has significant adverse impact on child | |
| Physical or mental ill health or disability: no adverse impact on child or parenting ability | Physical or mental ill health or disability of parent / carer / sibling occasionally affects ability to meet child's needs | Physical or mental ill health or disability of parents / carers / family members impacts on the care of the child | Physical or mental ill health or disability of parents / carers / family members causes or places child at risk of significant harm | |
| Criminal or anti-social behaviour: no history of criminal activity in family, no family gang involvement | Criminal or anti-social behaviour: history of criminal activity in family, suspicion or some evidence of family gang involvement | Criminal or anti-social behaviour: criminal record relating to violent or serious crime may impact on child in household; known gang involvement and drugs supply offences | Criminal or anti-social behaviour: criminal record for serious violent crime, drugs supply offences and or known involvement in group violent offending / gang activity by family members has significant impact on child | |

The indicators above are illustrative of levels of need and the point at which a referral to Children's Services may be required. These are not exhaustive and are based on Pan-London guidance. This threshold chart should be used in conjunction with professional judgement. The needs of each child and family will be considered individually when making decisions about the best help and support pathway.

More detailed indicator descriptors can be found here: www.londoncp.co.uk/files/revised_guidance_thresholds.pdf

Other documents that may be of help include:

- www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused
- www.gov.uk/government/publications/working-together-to-safeguard-children-2

any situation where you believe a child has been, is being or is at risk of being harmed then you should contact

Newham's Multi-Agency Safeguarding Hub (MASH)

Monday- Friday 9am to 5pm: 020 3373 4600

Out of hours: 020 8430 2000

If a child is at risk of immediate harm, call the police 999

Appendix 4: Newham statement on search and safeguarding, including Adultification Mar 2022

Information Bulletin: Equality team, Maryland Primary School, Newham.

Adultification

On hearing so many colleagues' comments on the 15 year old girl who was strip searched at her school in a neighbouring borough, our Equality Team looked into *adultification bias*. We discovered that adultification bias is an entirely new concept for some colleagues and the term is only just emerging in the UK.

Adultification bias woven with *racial bias* has been raised as a factor in this incident, informing both the action of the police and that of the school staff.

The review ([Jim Gamble Local Child Safeguarding Practice Review, 14th March 2022](#)) found that the school staff did not focus on the safeguarding needs of the victim. It stated that '*racism (whether deliberate or not) was likely to have been an influencing factor in the decision to undertake a strip search*'. Adultification bias is evident as child Q received a criminal justice response, 'rather than child protection response' from the adults around her.

What is adultification bias?

This definition, which is referenced in the recent case review of child Q, originates from the NSPCC '[Safekeeping children who come from Black, Asian and minoritised ethnic communities](#)'(2021) document:

(Adultification is) 'a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children. This particularly affects Black children, who might be viewed primarily as a threat rather than as a child who needs support'

So why do all educators need to be aware of adultification bias?

Adultification affects the safeguarding of children:

"Adultification occurs when notions of innocence and vulnerability are not afforded to certain children. If professionals view some children as more 'adult' due to factors such as race, gender and class, their wellbeing, safeguarding needs and rights as children can be diminished or overlooked" (Jahnine Davis, 2022).

There is a one minute video explaining this - the link is below:

<https://www.standard.co.uk/video/news/jahnine-davis-explains-the-adultification-bias-that-was-applied-by-the-met-police-to-a-black-schoolgirl-who-was-strip-searched-v7661380c>

American researchers first observed the issue with Black children and public institutions. <https://www.apa.org/pubs/journals/releases/psp-a0035663.pdf> in 2014, *The Essence of Innocence Consequences of Dehumanising Black Children* by Goff et al.

"The research indicates that Black boys are perceived as older and less innocent when compared to their white counterparts. "Black boys can be seen as responsible for their actions at an age when white boys still benefit from the assumption that children are essentially innocent," shared Phillip Goff, Ph.D.

When the adultification bias was examined further by the Georgetown Law's Center on Poverty and Inequality in the [study](#) of 2019, the researchers found that Black girls as young as five years old were perceived as being less in need of protection and nurturing, compared to their White counterparts.

'The adultification bias contributes to the continued harm and abuse that Black youth face, not just at the hands of law enforcement, but also in the education system. When Black women and girls are mistreated, harmed and abused, it is less likely to be reported on' (Janice Gassam Asare, 2021).
<https://www.forbes.com/sites/janicegassam/2021/04/22/how-the-adultification-bias-contributes-to-black-trauma/?sh=2d4b64372b08>

Whilst the research refers to the American education system, given our role as educators and being in *loco parentis* for our students, we are responsible for the protection of children in our care.

As recently as 2020, a piece in the New York Times outlined that Black girls are treated [disparately](#) (*Why Won't Society Let Black Girls Be Children?*) from their White counterparts and are more likely to be seen as older, while also having to navigate the combined effects of racism and sexism. The [intersectionality](#) of the elements which impact on Black children makes the task complex but action imperative.

Adultification has been touched on within social care (see link - [Invisible Victims](#)), however not within education. The [2021 KCSIE](#) makes no reference to racial bias nor adultification.

The recently closed consultation for the 2022 KCSIE, <https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions-2022> even though released after the awareness of adultification was rising, makes no reference to it nor to racial bias within safeguarding. This edition is due to be published in September 2022.

In considering the statement below, we need to pose the following questions:

'Adultification means teachers, parents and law enforcement are less protective and more punitive with certain kids' teachers, parents and law enforcement are less protective and more punitive with certain kids'
<https://www.nytimes.com/2020/04/17/parenting/adultification-black-girls.html>

- Should it be included in whole school unconscious bias training?
- More importantly, should it be included in the next edition of the KCSIE?

In conclusion, when working on the Education4Change project, the Maryland Equality Team researched and devised the [Racial Literacy Conversation Kit](#) to support Newham schools with understanding the language of race. For schools who do have access to this document, it is worthwhile adding the definition of adultification to the Conversation Kit - a working document to support bold conversations to understand and challenge all forms of racism.

Conversations about racism are not easy, but essential. We aim for this thought piece to equip educators with the tools needed to talk.

The Equality Team, Maryland Primary School, March 2022





Avenue Primary School Cause for Concern Report

Note: The school manages all referrals via Safeguard Software. If you are unable to access this software and need to log a concern, please complete this form and hand it immediately to a member of the Safeguarding team or the Senior Leadership Team.

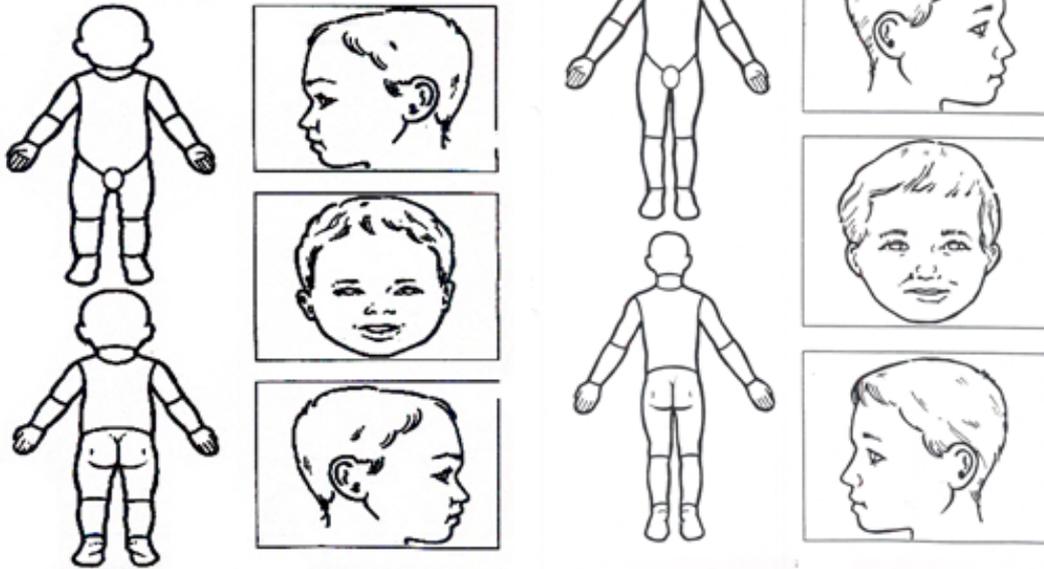


| | | | |
|---|--|---|---|
| Name of Pupil: | | Pupil's date of birth: | |
| Class: | | Name of adult completing this concern: | |
| Please circle the nature of the concern from the list below, this will help the Safeguarding Team signpost your referral to the correct support: | | | |
| Child Sexual Exploitation | Domestic Abuse | Drugs/Alcohol | Family in Crisis: Housing Financial Hardship Asylum Seeker |
| Emotional Abuse | Fabricated/Induced Illness | Female Genital Mutilation (Report to Police directly too) | |
| Grooming | Harmful Sexual Behaviour | Mental Health | |
| Neglect | Online Abuse | Peer on Peer Abuse | |
| Physical Abuse | Radicalisation | Self Harm | |
| Please circle the type of disclosure: | | | |
| Direct – made directly to adult by pupil | Indirect – made by a 2 nd / 3 rd party | Parent / Family disclosure | Observation made by staff |
| Nature of Concern – 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/concern: | | | |
| | | | |
| Was there an injury? | | Did you see it? | |
| Describe the injury (see body map) | | | |
| Was anyone else with you? Who? | | Has it happened before? Did you report it? | |
| Name of Referrer | | Signature | |
| Role in school | | Date | |

Body Maps

Older Child

Young Child



To be completed by Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

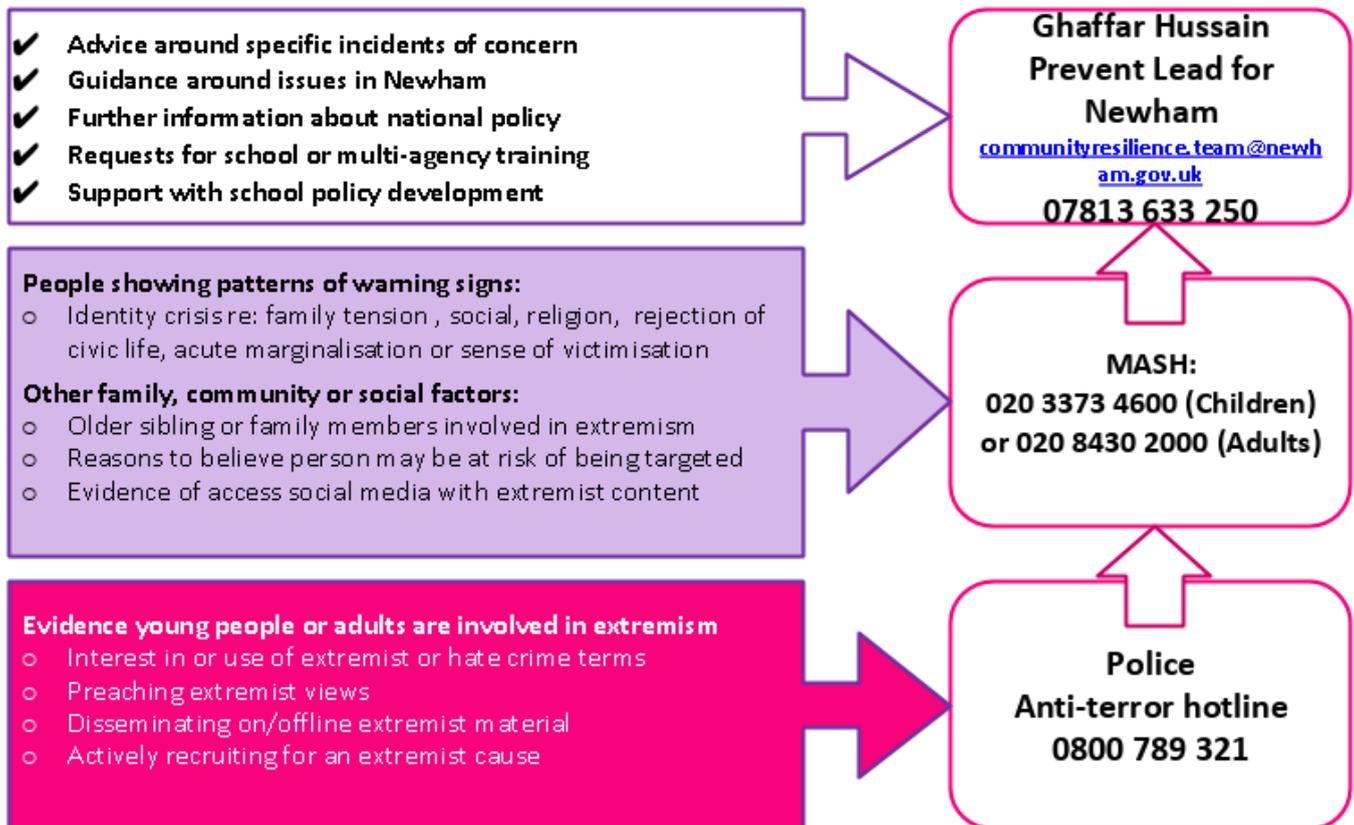
| | | | |
|------------------------------------|--|--------------------------------------|--|
| Time and Date received | | DSL/DDSL who received concern | |
| Action taken | | | |
| Have parents been informed? | | Date uploaded to Safeguard | |

Appendix 6 – Female Genital Mutilation Terms

| Country | Term used for FGM | Language |
|--------------------------------|---|----------|
| CHAD – the Ngama Sara subgroup | Bagne | |
| | Gadja | |
| EGYPT | Thara | Arabic |
| | Khitan | Arabic |
| | Khifad | Arabic |
| ETHIOPIA | Megrez | Amharic |
| | Absum | Harrari |
| ERITREA | Mekhnishab | Tigregna |
| GAMBIA | Niaka | Mandinka |
| | Kuyango | Mandinka |
| | Musolula Karoola | Mandinka |
| GUINEA-BISSAU | Fanadu di Mindjer | Kriolu |
| IRAN | Xatna | Farsi |
| KENYA | Kutairi | Swahili |
| | Kutairi was ichana | Swahili |
| NIGERIA | Ibi/Ugwu | Igbo |
| | didabe fun omobirin / ila kiko fun omobirin | Yoruba |
| SIERRA LEONE | Sunna | Soussou |
| | Bondo | Temenee |
| | Bondo/Sonde | Mendee |
| | Bondo | Mandinka |
| | Bondo | Limba |
| SOMALIA | Gudiniin | Somali |
| | Halalays | Somali |
| | Qodiin | Somali |
| SUDAN | Khifad | Arabic |
| | Tahoor | Arabic |
| TURKEY | Kadin Sunneti | Turkish |

Appendix 7 – Extremism flow chart

How extremism-related concerns are processed



Slide 11

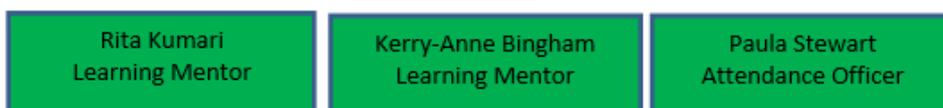
Appendix 8 – Early Help and Safeguarding Structure 2022-2023

Avenue Primary School Early Help and Safeguarding Structure 2022-2023

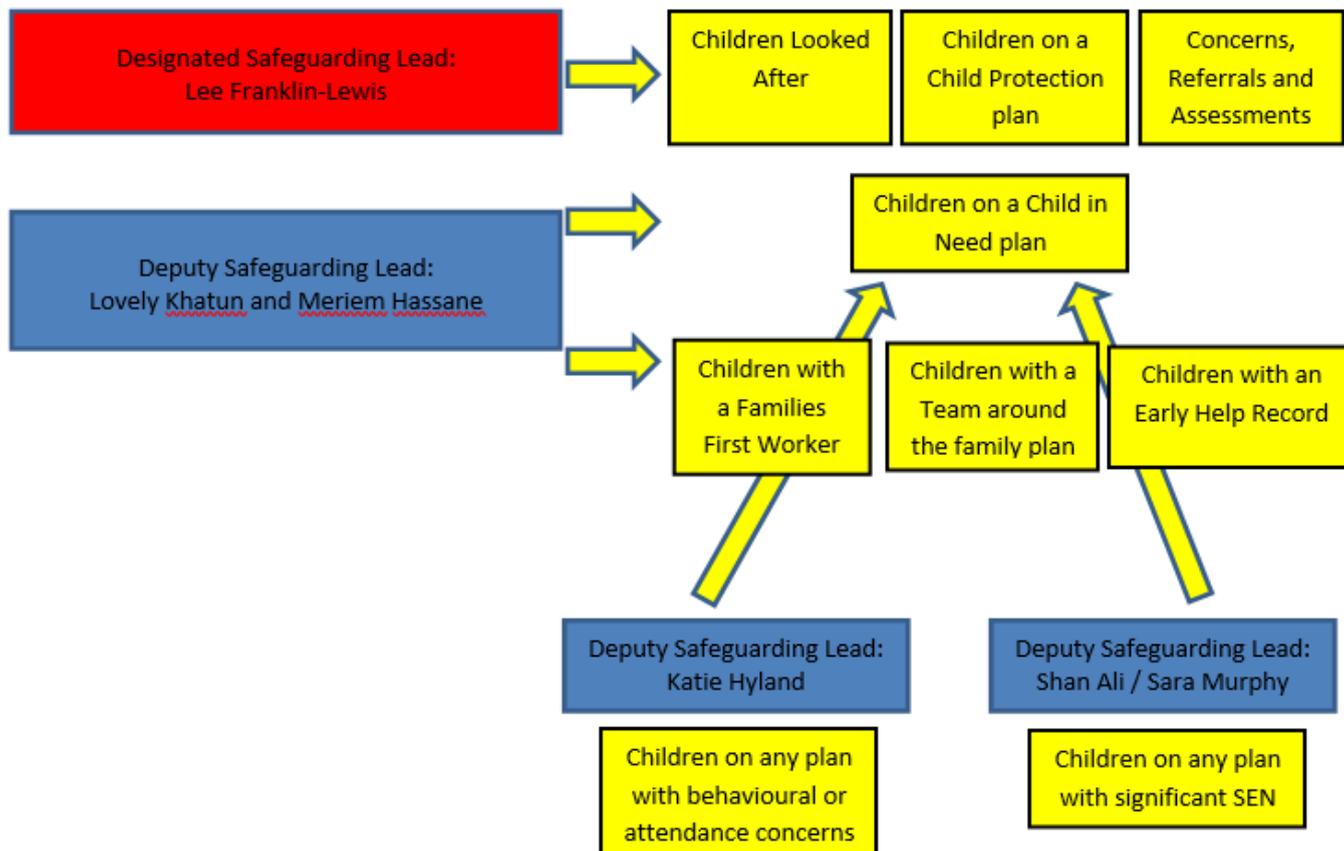
Safeguarding Team



Early Help Team



Safeguarding Responsibilities



Appendix 9 – Online Safety Focus day curriculum

| Year group | Me and my tech | Cyberbullying | What should I do online...? | Social Networking and Messaging | Tik Tok, Roblox, Fortnite... Am I getting it right? | Digital Citizenship |
|------------|--|---|--|--|---|--|
| 1 | Age appropriate rules for being safe online and viruses | We are kind and thoughtful | What should I do online...to protect myself | We are safe social networkers and responsible internet/device users | We are responsible gamers | We are good digital citizens |
| 2 | Age appropriate rules for being safe online and viruses | We are not online bullies | What should I do online...if someone has my password | We are safe social networkers and safe searchers | We are game rater | We are online behaviour experts |
| 3 | Age appropriate rules for being safe online and viruses Responding to online safety incidents. | We are digital friends | What should I do online...if I leave a digital footprint | We are safe social networkers and assess trustworthiness of websites | We are avatar creators | We are netiquette experts |
| 4 | Age appropriate rules for being safe online and viruses Responding to online safety incidents. | We will stand up to peer pressure | What should I do online...if someone hacks into my account or I see something inappropriate | We are safe social networkers and know online content lasts forever. | We are careful when talking to virtual friends | We are respectful of digital rights and responsibilities |
| 5 | Age appropriate rules for being safe online and viruses Responding to online safety incidents. | We are responsible for our own online actions | What should I do online... someone affects my online reputation and how do I know if things are true online? | We are safe social networkers and content evaluators | We are game changers | We are respectful of copyright |
| 6 | Age appropriate rules for being safe online and viruses Responding to online safety incidents. | We will not share inappropriate images | What should I do online... I invade someone's privacy or some invades my privacy? | We are safe social networkers | We are safe gaming experts | We are online safety problem solvers |

Appendix 10 – Harmful sexual behaviour and harassment incident flow chart

