CHILD PROTECTION POLICY AND PROCEDURES

June, 2021.

DESIGNATED SAFEGUARDING LEAD - **Naveen Ahmed, Assistant Head**

ADDITIONAL RESPONSIBLE STAFF - **Ian Wilson, Headteacher**
- **Sharon Dennis, Year 7 PAL**
- **Tracy Hughes, Year 7 dPAL**
- **Mohammad Ahmad, Year 8 PAL**
- **Alida Morrison, Year 8 dPAL**
- **Jessica Ugulini, Year 9 PAL**
- **Carol Stevens, Year 9 dPAL**
- **Deborah Smith, Year 9 dPAL**
- **Angela Louka, Year 10 PAL**
- **Eva Doubravska, Year 10 dPAL**
- **Anabelle Lebreton, Year 11 PAL**
- **James Herbert, Year 11 dPAL**
- **Sangita Patel, School Counsellor**
- **Judith Purkiss, SENCO**
- **Mike Attwood, Assistant SENCO**
- **Marilyn Leonce, Behaviour Support**
- **Annie Ingamells, ASD Lead**
- **Caroline Selman Link Governor**

N.B. PAL = Pastoral Achievement Leader.
dPAL = Deputy Pastoral Achievement Leader

MANOR PARK SCHOOLS COMMUNITY PARTNERSHIP
SAFEGUARDING JOINT STATEMENT

Child Protection is about keeping children and young people safe from physical abuse, emotional abuse, sexual abuse and neglect. The schools, early years settings and childminders in Manor Park all work closely together to make sure that all the children and young people in our neighbourhood are kept safe, well and thrive.

We understand that all families go through ups and downs. We are here to offer help, support and guidance if things get difficult. Timely support can often stop a small problem from becoming a big issue that might negatively impact on your child.

We all work together to protect children and young people from:
• physical abuse, emotional abuse, sexual abuse and neglect.
• extremism of any kind
• the harm caused by domestic violence

We are committed to stopping the illegal practices of Female Genital Mutilation ("female

circumcision" or "cutting") and of forced marriage. You need to be aware that it is a statutory requirement for all schools, early years settings and childminders to pass on information to Children's Social Care if they are concerned about a child's welfare or safety. We will usually discuss these concerns with parents first and request consent before contacting Children's Social Care, unless a child is at risk of immediate harm.

If you are ever worried about a child, then please talk to the child's Pastoral Achievement Leader, Deputy Pastoral Achievement Leader, the Designated Safeguarding Lead, or phone Newham's safeguarding team on 020 3373 4600. If a child is in immediate danger you should phone the police on 999.

LITTLE ILFORD SCHOOL

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, including governors, volunteers, agency staff, contracted staff and is consistent with the procedures of Newham Local Safeguarding and Children Board Procedures. (http://www.newhamlscb.org.uk) Our policy and procedures also apply to extended school and off-site activities.

This policy aims to ensure:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Traditional safeguarding approaches focus on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adult on young people's development and safety. At Little Ilford school, staff are trained in Contextual Safeguarding. This recognises the impact of the public/social context on young people's lives as well as any risk which may arise from the home. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. Using this approach, interventions which can change the processes and environments are identified, to make the environment safer for all young people, as opposed to focussing on an individual.

CHECKING THE IDENTITY AND SUITABILITY OF VISITORS

All visitors (including visiting speakers) will be required to sign in via the electronic sign-in machine which prints off a temporary identity badge for them to wear for the duration of their time on school site. All staff and visitors are given specific coloured lanyards. This allows students know which staff to speak with if they have any concerns, and ensures that all staff who do not have full DBS checks are always chaperoned;
Maroon lanyard - permanent member of staff (with a full DBS check)
Green lanyard - temporary member of staff/visitor (with a full DBS check)
Red lanyard - visitor without a DBS check, therefore will always be chaperoned.

ROLES AND RESPONSIBILITIES

One major role played by school staff in child abuse cases is that of early detection, since there is close daily contact with students. Safeguarding incidents can occur anywhere and we rely on the skills of all school staff to recognise abuse initially.

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance; Keeping Children Safe in Education and review this guidance at least annually.

All staff will be aware of:

> · The school's systems which support safeguarding, including the professional expectations of staff and the role of the designated safeguarding lead (DSL)

> · What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and breast ironing, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

Little Ilford has a safeguarding team who have been designated to act as liaison officers with statutory and non-statutory children's services departments on child protection cases. The first level of safeguarding support is the relevant pastoral team. All staff, including the pastoral team are supported by the designated safeguarding lead. During term time, the designated safeguarding lead will be available during school hours to discuss any safeguarding concerns. Outside of school hours, if necessary, the designated safeguarding lead can be contacted via phone and email;

Telephone; **07760 161 546**
Email; **safeguarding@littleilford.org**

In the absence of the designated safeguarding lead, the Headteacher, who is also trained, will act as cover.

The Headteacher is responsible for the monitoring of the implementation of this policy, ensure that the Safeguarding Lead, pastoral team and teachers receive regular training and updates.

The governing body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.

DISCLOSURE

What to do if a child makes a disclosure:

- Listen carefully
- Take it seriously
- Reassure the child that it was right to tell
- Explain what will happen next, i.e., you will inform the relevant pastoral team member and/or the designated safeguarding lead (both on safeguard and verbally)
- Record the conversation in the child's words and note the date and time. This is your statement. Do not ask the child to write a statement - the relevant Pastoral team member will do this.
- Sign and date your record.

What not to do if a child makes a disclosure:

- Ask leading questions
- Make promises you cannot keep, i.e. secrecy
- Jump to conclusions
- Speculate or accuse anybody

- Investigate

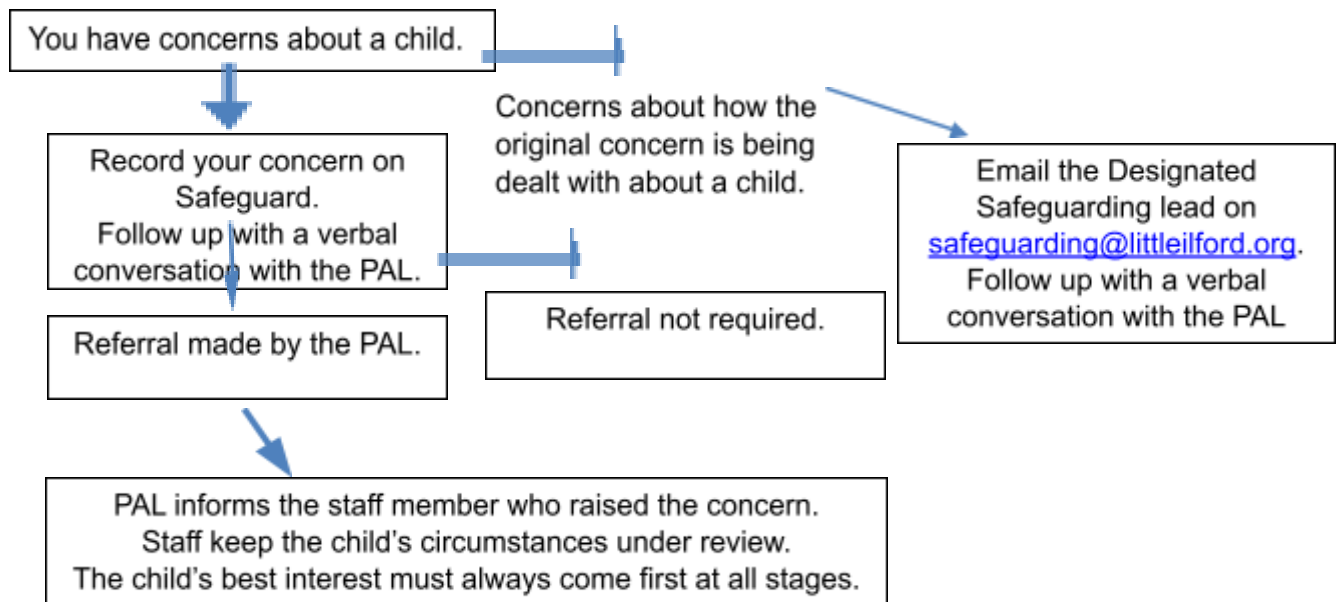Don't forget the child.

RAISING CONCERNS

Any safeguarding concerns regarding a child should be recorded by staff on the Safeguard portal. If there are further concerns (i.e. you are not satisfied with how the concern is being dealt with) you should report them (via email) to the Designated Safeguarding Lead on safeguarding@littleilford.org. All reported concerns should be followed up, as soon as possible, with a verbal conversation.

Any concerns about staff should be raised directly with the Designated Safeguarding Lead or the Headteacher.

If required, any member of staff can also raise concerns directly with Children's Services; Website: https://www.newham.gov.uk/Pages/Services/Child-protection.aspx
Telephone; 020 3373 4600 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5pm) or 020 8430 2000 at any other time.

Any concerns regarding staff (including any about the designated safeguarding lead) can also be raised directly to the Newham Local Authority Designated Officer (Nick Pratt) Email; Nick.Pratt@Newham.gov.uk
Telephone; 0203 373 3803

Protocol if you have concerns about a child's welfare*


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┌──────────────────────────────────┐
│ You have concerns about a child. │──────────────┐
└──────────────────────────────────┘              │
              │                                    │
              ▼          Concerns about how the    │
┌──────────────────────────┐  original concern is being   ┌──────────────────────────┐
│ Record your concern on   │  dealt with about a child.   │ Email the Designated     │
│ Safeguard.               │                              │ Safeguarding lead on     │
│ Follow up with a verbal  │                              │ safeguarding@littleilford.org. │
│ conversation with the PAL.│─────────┐                   │ Follow up with a verbal  │
└──────────────────────────┘         │                    │ conversation with the PAL │
              │              ┌──────────────────────┐      └──────────────────────────┘
              ▼              │ Referral not required.│
┌──────────────────────────┐└──────────────────────┘
│ Referral made by the PAL.│
└──────────────────────────┘
              │
              ▼
┌──────────────────────────────────────────────────┐
│ PAL informs the staff member who raised the concern.│
│ Staff keep the child's circumstances under review.  │
│ The child's best interest must always come first at all stages.│
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*If you believe a child is in immediate danger or at risk of harm, make a referral to Children's Social Care and/or the police immediately. Anyone can make a referral. A referral to Children's Social Care should be made in accordance with the referrals procedure via the MASH team on 020 3373 4600 or 020 8430 2000 as well as completing the online referral at https://azcareportal-live.newham.gov.uk/aztriageportal/jsp_mash/admin/login.jsp
Inform the designated safeguarding lead as soon as possible if you make a referral directly.

POSSIBLE CONCERNS

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's 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 Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Below are some of the different types of abuse;

PHYSICAL INJURY

Children under the age of seventeen where the nature of the physical injury is not consistent with the account of how it occurred; or where there is a definite knowledge or reasonable suspicion that a person having custody, charge or care of the child, inflicted or knowingly did not prevent the injury.

FEMALE GENITAL MUTILATION

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'female circumcision' or 'initiation'. Any teacher who discovers that an act of FGM appears to have been carried out on a child must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out, should follow the school's safeguarding procedures. Staff should not examine children.

FORCED MARRIAGE

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. If a member of staff suspects that a child is being forced into marriage, they will report this to the designated safeguarding lead.

CRIMINAL EXPLOITATION ACROSS COUNTY LINES

'County lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or another form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

PHYSICAL NEGLECT

Students under the age of seventeen who have been persistently or severely neglected physically, to such an extent that their health and development are impaired. Particular attention is drawn to food, hygiene, warmth, clothing, supervision, stimulation, safety

precautions and medical care. Serious inadequacies in these areas may constitute neglect.

PEER-ON-PEER/CHILD-ON-CHILD ABUSE

All peer-on-peer/child-on-child abuse is unacceptable and will be taken seriously. Any type of abuse (regardless of gender, sexual or otherwise) is not tolerated nor can it be passed off as "banter", "just having a laugh" or "part of growing up".
As with all allegations of abuse/bullying, these should be reported to a trusted member of staff who will pass the information on to the year team/DSL to investigate and deal with. Victims, perpetrators and any other child affected by peer-on-peer/child-on-child abuse will be supported by the year team, school counsellor and/or CAMHs, if required.

- The different forms peer-on-peer/child-on-child abuse can take, such as:
    - Bullying (including cyber-bullying) (See the anti-bullying policy)
    - Sexual violence and sexual harassment (See below - sexual harassment)
    - Upskirting (See below - sexual harassment)
    - Physical abuse (See below - potential abuse)
    - Sexting (See below - sexual harassment)
    - Initiation or hazing-type violence and rituals (See below - Initiation)

EMOTIONAL ABUSE

Children under seventeen where there is a persistent coldness, hostility, or rejection by the parent or care-giver to such an extent that the children's behaviour and development are impaired.   This can also apply when undue pressure is put on a child to perform academically, regardless of the child's ability or special educational needs.

SEXUAL ABUSE

The involvement of dependent, developmentally immature children and young persons in sexual activities that they do not fully comprehend, to which they are unable to give informed consent, and which violate social and family taboos.   Sexual abuse may also include exposure of children to sexual stimulation inappropriate to the child's age and level of development. Sexual exploitation of young children and teenagers in particular, where the child is pressured into perceived 'consensual' sexual activity through grooming or the threat of violence/exposure.
See: Keeping Children Safe in Education, page 23 (Peer on Peer /(Child on child) abuse) & Page 77 (CSE)

SEXUAL HARASSMENT

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a person's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Upskirting (taking a picture under a person's clothing without them knowing to obtain sexual gratification or cause the victim humiliation, distress or alarm). This is now a criminal offence under the Voyeurism Act; offenders can face up to 2 years in jail and

be placed on the sex offenders register.)
- Physical behaviour, such as deliberately brushing against another person.
- Online sexual harassment, including non-consensual sharing of images and videos and sharing sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

INITIATION

Initiation (Hazing) is an activity in which someone is admitted into a society or group, typically with a ritual. The expectation is for the person to join or participate in an activity that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.

POTENTIAL ABUSE

Children in situations where they have not been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been harmed, or where the household contains a known abuser.

These categories of abuse are not necessarily exhaustive, nor are they mutually exclusive. The most important factor for staff to remember is that by law they are unable to accept confidentiality with regard to disclosure. If it appears that a disclosure is to be made, the member of staff must tell the child that other agencies may, if necessary, be informed as to the nature of the disclosure.

Teachers must also understand that their approach towards disclosure must be both non-coercive and non-leading. Disclosures and suspicions regarding child abuse must be reported both verbally and in writing to the 'specialist member of staff', and all referrals must be noted and dated on the child's records and also those of any other siblings on roll in the school.

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that the school is alerted to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Where a member of staff becomes aware that a student may be in a private fostering arrangement they should raise this with the designated safeguarding lead.

RISK OF RADICALISATION

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others.

Where staff witness clear signs of the following behaviours, they should report to the

safeguarding lead, recording incidents on the SIMS Behaviour Module using the 'Expressing Concerning Views' label, as appropriate. Please note that some of these behaviours do not indicate radicalisation on their own but may be a warning sign.

- Parental reports of changes in behaviour, friendships or actions and requests for assistance;
- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist materials online, including through social networking sites, or other published materials;
- Reports from partner schools, local authority services and/or the police of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Expressing views that deny people democratic rights and encourage the breaking of British law.

EQUALITY

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

CONFIDENTIALITY

Child protection information will be stored and handled in line with the **Data Protection Act** 2018 (the UK's implementation of the **General Data Protection Regulation**.) The Data Protection Act does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Headteacher.
The Designated Safeguarding Lead will only disclose any information about a child to other members of staff on a 'need to know' basis; consent to share information if a child is

suffering, or at risk of, serious harm is not required.

Records involving Child Protection cases are kept until the child is 25 years of age. For all other cases, the records are kept until the child is 18 years old.

We aim to ensure that all members of the school community understand their respective roles in relation to confidentiality.

STUDENTS

The school will ensure that students:
- Are reassured that their best interests will be maintained
- Know that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Are encouraged to talk to their parents or carers and are provided with support to do so
- Are informed of alternative sources of confidential help, for example the school nurse, counsellor, GP or local young person's advice centre

PARENTS / CARERS

The school will ensure that parents / carers:
- Understand the school's policy in relation to confidentiality
- Are informed prior to the involvement of another agency unless the circumstances preclude this action. (If the designated safeguarding lead believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care.)
- Are encouraged to talk to their children and opportunities to support them in this are built into school planning

STAFF

The school will ensure that staff understand:
- The school's policy in relation to confidentiality
- That they cannot offer unconditional confidentiality to students
- The agreed procedure for recording and reporting disclosures and concerns.

SPECIALIST AGENCY INVOLVEMENT

Outside agencies working with the school will work within the agreed framework for Agency Involvement.

CURRICULUM AND CITIZENSHIP DAYS

Students are taught to understand and manage risk through the tutor time programme and through the personal, social, health education (PSHE) lessons. The tutor time programme has been designed to cover specific topics relevant to that individual year group, i.e. eSafety, Bullying, etc..
Three days in the year are given over to drop-down citizenship days, where issues are discussed such as body image & self-esteem, relationships & respect, safeguarding (including Female Genital Mutilation), sexual health & hygiene, sexuality & gender identity and British values. Students are more likely to disclose issues that they face on these days and it is vital that any concerns are passed on to the Safeguarding Lead.

LONE WORKING

Staff are encouraged not to work alone in school. Where lone working cannot be avoided staff should:

- Ensure they do not put themselves or others at risk.
- Ensure they have means to summon help in an emergency, e.g. access to a telephone or mobile telephone.
- Report any incidents or situations where they may feel/have felt unsafe or uncomfortable.

Staff conducting home visits should gain permission from the Senior Leadership Team line manager, They should not enter the premises unless they are sure it is safe to do so.

BOUNDARIES AND LINKS WITH OTHER POLICIES

The following has been agreed by school staff:

- If there is any possibility of abuse, the school's child protection and safeguarding procedures should be followed.
- All staff must adhere to all the school's policies, including the ones linked to this policy;
  - Attendance (For Children missing in education)
  - Behaviour (For allegations of peer-on-peer/child-on child-abuse)
  - Complaints (For allegations against a member of staff)
  - Curriculum
  - First aid
  - General **Data Protection** Regulation (For confidentiality)
  - Health and safety
  - E-Safety (For use of mobile technology)
  - Positive Handling
  - Professional Expectations of all staff (For staff conduct)
  - Recruitment, induction and training (For safer recruiting and safeguarding training)
  - Sex and relationship education
  - Whistle-blowing

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on;

- Department for Education's statutory guidance
  https://www.gov.uk/government/collections/statutory-guidance-schools
- Keeping Children Safe in Education
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/7413 14/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf
- Working Together to Safeguard Children.
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/7794 01/Working_Together_to_Safeguard-Children.pdf
- Revised Prevent Duty guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799 _Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

We comply with this guidance and the procedures set out by our local safeguarding children board.

Date for review Summer 2022.

ADDENDUM: COVID-19 - In case of another lockdown;

Working from home contact details:

DESIGNATED SAFEGUARDING LEAD	-	**Naveen Ahmed, Assistant Head** **07760161546**
ADDITIONAL RESPONSIBLE STAFF	-	**Mohammad Ahmad, Year 7 PAL** **07923371765 - TBC**
	-	**Jessica Ugulini, Year 8 PAL** **07496151437 - TBC**
	-	**Angela Louka, Year 9 PAL** **0755790871 - TBC**
	-	**Anabelle Lebreton, Year 10 PAL** **07535982181 - TBC**
	-	**Sharon Dennis, Year 11 PAL** **07395943667 - TBC**
	-	**Sangita Patel, School Counsellor** **Referrals made by PALs**
	-	**Judith Purkiss, Interim SENCO** **07392331407 - TBC**
	-	**Mike Attwood, Assistant SENCO** **07950608804 - TBC**
	-	**Marilyn Leonce, Behaviour Support** **07575367314 - TBC**
	-	**Annie Ingamells, Interim ASD Lead** **07487245740 - TBC**

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from Newham local authority (LA) and the Department for Education (DfE).

It sets out changes to our normal Child Protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

We, as a school, also offer places in school to children who do not meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We work with parents/carers to do this. Some examples are: children who have previously had a social worker, or who have not met the threshold for a referral but where staff have raised

concerns. If these children do not attend school, we will put a contact plan in place, as explained in section 10 below.

2. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

The DSL and Pastoral staff are continuing to work with and support children's social workers, where they have one, to help protect vulnerable children.

The following (updated) information has been shared with staff:

- Staff should use the Safeguard software to inform the Pastoral team/SLT of any safeguarding concerns regarding a student.
- As we cannot follow up with a verbal conversation anymore, logged concerns must be followed up with a telephone conversation to the relevant PAL or the DSL.

How to log a concern:
--> Click on the safeguard tile. (If the tile is not working - type safeguard into google and it should be the first link)
--> Click on create a concern on the left hand side
--> Follow the instructions, i.e. child's name, state the concern, state the name of any staff involved, notify staff. (Ensure you click "notify" so any staff involved, the year team, inc. the SLT LM and DSL are notified via Safeguard.) There are some tick boxes that can be clicked on, to state the title of the concern. If you do not see a relevant title, complete the concern without a title. (N.B.: Operation Encompass relates to police involvement with Domestic Abuse)

Feedback you receive:
As always, you will not be informed of any details but you should receive a reply from the pastoral team within two days, stating whether the year team will be looking into the case, whether the issue is already known or whether it is not a safeguarding concern.

If you are unsure about whether the concern you have is a safeguarding concern or not, please feel free to speak with the DSL about it. If in doubt, err on the side of caution and log the concern.

Telephone numbers are as above.

3. DSL arrangements

Although the DSL (or Pastoral team) will not be on site, the DSL will be available remotely at all times (including the school holidays). The contact details of all important contacts are listed at the start of this addendum.

The DSL, Pastoral team and SLT team, wherever their location, know who the most vulnerable children in our school are. They have access to all relevant documents.

On site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL if/when needed.

The DSL will:

● Identify the most vulnerable children in school

- Ensure child protection files are updated, where necessary
- Liaise with/oversee liaison with children's social workers where they need access to children in need and/or to carry out statutory assessments.

4. Working with other agencies

We will continue to work with children's Social Care, and with Virtual School heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- The Department for Education (DfE)
- Newham local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's Social Care, reporting mechanisms, referral thresholds and children in need.

5. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure does not attend, or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers. On site staff will make phone calls to all parents or carers of absent students by 9am.
- Notify their social worker, where they have one. The Pastoral team will be in fortnightly contact with all social workers, sooner when needed.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

6. Peer-on-peer/Child-on-child abuse

We will continue to follow the principles set out in this policy and in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer/ child-on-child abuse.
Staff should continue to act on any concerns they have immediately (using Safeguard and the relevant telephone numbers) – about both children attending school and those at home.

We will continue to follow the principles set out in the Online Safety policy – with the use of eSafe all online keystrokes are monitored. Any immediate concerns are raised through telephone contact with the DSL or the online safety lead. Other concerns are reported daily through email and shared documents, as per usual school protocols. The PALs will make contact with students/their families if/when needed.

7. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

8. Support for children who aren't 'vulnerable' but where we have concerns

As stated in Section 1, we have the option to offer places in school to children who do not meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. Some examples are, children who have previously had a social worker, or who have not met the threshold for a referral but where staff have raised concerns. If these children will not be attending school, we will put a contact plan in place, as explained in section 9 below.

9. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate.

Each PAL has a document in which all vulnerable students are listed and colour coded. This is as follows for students not attending school:

- Highlighted red: (CP students with SW, etc.) PALs telephone the student/family twice a week and call the SW once a fortnight

- Highlighted amber: (CIN students, etc.) PALs telephone the student/family twice a week and the SW once a month

- Highlighted blue: (other vulnerabilities) PALs telephone the student/family once a week.

For students attending school, PALs check the attendance register daily to update their documents based on the phone calls made by the on-site staff.

These plans have been agreed with children's Social Care, where relevant, and will be reviewed as/when individual situations change.

10. Safeguarding all children

Staff are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 2 & 6 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems (see "student working from home protocols")

- No contact from children or families (Home visits will be made if possible)

Children are likely to be spending more time online during this period – see section 6 & 11 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

11. Online safety

We will continue to have appropriate filtering and monitoring systems in place with the use of eSafe software - see section 6.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 2 of this addendum.

We will make sure children know how to report any concerns they have to the school and signpost them to other sources of support too.

11.1 Working with parents and carers

Through the school website we will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Counselling (arranged by the PALs) is offered over the phone instead of face-to-face with our in-house counsellor.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

Recruiting new staff and volunteers

We continue to recognise the importance of robust Safer Recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, even when conducting online interviews, and part 3 of Keeping Children Safe in Education.

Validating proof of identity documents to apply for a DBS check will still take place. The position will be offered subject to scanned copies of the original documents. At a later date physical copies of the original documents will also be requested. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work (on site) at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

Safeguarding induction and training

We will make sure staff are aware of changes to our procedures and local arrangements.

New staff will continue to receive:

- A safeguarding induction (via video link if not face-to-face)
- A copy of our Children Protection policy (and this addendum)
- Keeping Children Safe in Education part 1

14. Keeping records of who is on site

We will keep a record of which staff are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the DFE record to log:

- Everyone working in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff on loan from elsewhere

15. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or deputy) and/or Special Educational Needs Co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

Our Behaviour Support/SENCO team will be in regular contact with the receiving school.

16. Monitoring arrangements

This policy will be reviewed as guidance from Newham local authority (LA) and the Department for Education (DfE) is updated.

At every review, it will be approved by the SLT and the Full Governing Board.