



Early Help, Safeguarding Policy and Child Protection Policy for Hallsville / Scott Wilkie Primary School

January 2017

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Introduction & Policy Statement

All schools are required to have a Safeguarding and Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Hallsville / Scott Wilkie School takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to. At Hallsville / Scott Wilkie we respect all children regardless of age, disability, gender, race and nationality, religion or belief, pregnancy, marriage, gender and sexual orientation.

Hallsville / Scott Wilkie primary school understands that they form part of the wider safeguarding system for children and that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff working with children understands that safeguarding and promoting welfare of children is everyone's responsibility. Everyone that comes in contact with children and their families and carers has a role to play in safeguarding children. Hallsville / Scott Wilkie have a child centred approach to safeguarding. We consider at all times the best interests of the child. All staff working with children are advised to maintain an attitude of 'it could happen here' where safe guarding is concerned.

All staff at Hallsville / Scott Wilkie primary school believe that a range of other school policies are central to many aspects of the school's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour Management and Physical Intervention
- On line safety
- Health & Safety
- Safer Recruitment
- Safe Working Practices for Staff and Volunteers

Our Early Help, Safeguarding and Child Protection policy is written with due regard to the Department for Education statutory guidance [Keeping Children Safe in Education](#) (updated [September 2016](#)) and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board and have been adopted and available from the [Newham Safeguarding Children Board](#). Hallsville / Scott Wilkie recognise no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

Our Policy was adopted on May 2013 and is reviewed annually by the Governors of our school, the Headteacher and the Designated Person for Child Protection. It will be reviewed in May 2017 together with the review of the Annual report to Governors (section11 Safeguarding Audit)

This policy is available to all parents either in hard copy or from our websites

www.hallsville.newham.sch.uk

www.scottwilkie.newham.sch.uk

1. HALLSVILLE/SCOTT WILKIE PRIMARY SCHOOL EARLY HELP, SAFEGUARDING AND CHILD PROTECTION AND SAFEGUARDING POLICY

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

- 1.1. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn.
- 1.2 To this end Hallsville / Scott Wilkie Primary School will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction.
- 1.3 All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 1.4 All staff should know who the Designated Safeguarding Lead is. The designated lead takes lead responsibility for safeguarding and child protection.

Hallsville = Ann Jordan

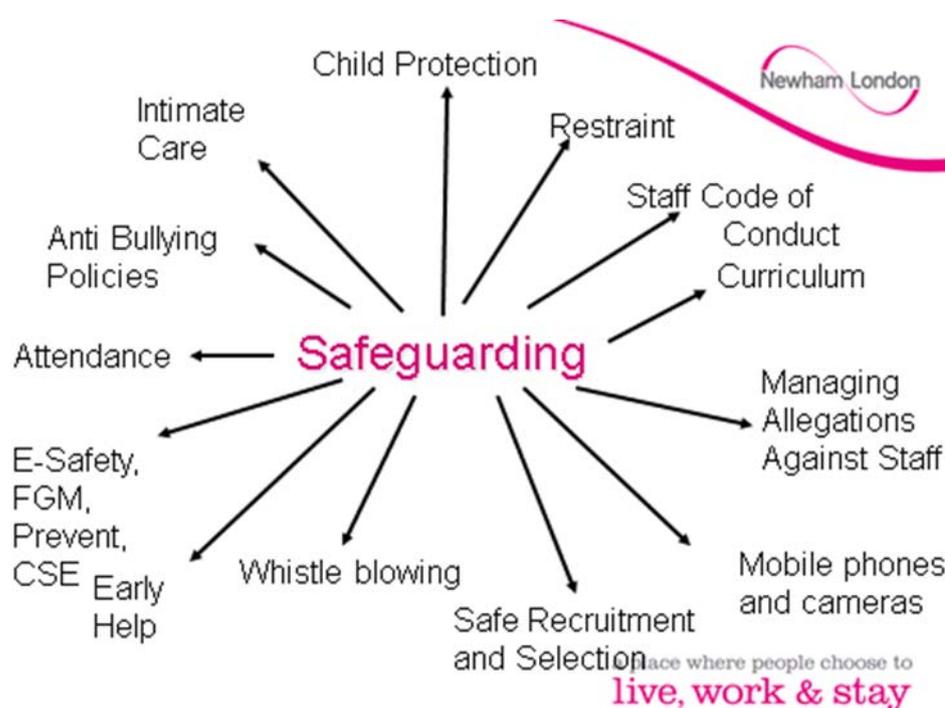
Scott Wilkie =Jo Edwards

Deputy Lead: Hallsville / Scott Wilkie= Keri Edge

- 1.5 Currently Ann Jordan and Jo Edwards have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities. The designated leads will always be available for staff in the school to discuss any safeguarding concerns. Out of hours and out of term activities will be covered in the risk assessment. In addition to formal training safe guarding leads knowledge and skills will be regularly updated to ensure they are kept updated with any developments relevant to their role.

- 1.6 In the absence of the designated safeguarding lead we will ensure that we have a member of staff who has the knowledge and skills necessary to deputise. Keri Edge will deputise in the absence of the designated leads.
- 1.7 The Lead safeguarding Governors are Bola Awoyemi and Shirley Magwenzi.
- 1.8 All staff will receive appropriate training during their induction period. All staff will receive annual training to ensure they have the relevant skills and knowledge to safeguard children effectively ensuring that they are equipped with the skills needed to keep children safe. In addition staff will be regularly updated via emails etc. as required.
- 1.9 Hallsville / Scott Wilkie primary School will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

2. KEEPING CHILDREN SAFE



2.1 Responding to concerns

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

2.3 **Early Help**

2.4 All staff must be prepared to identify children who may benefit from early help (*Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professional in an early help assessment.*)

All staff need to be aware of the process of early help. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the safe guarding lead will support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to improve.

2.5 All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality.
- Reassure the child that he/she has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school via the safeguard software which all staff have access to and have been trained on
- The designated safeguarding lead will reply to staff through the software which staff can read and know which course of action is being taken. (Any staff member can make a referral to children's social care.)
- Record, as soon as is practicable, what was said using the child's actual words.
- Be made aware they may raise concerns directly with Children's Social Care services.

2.6 The Designated Person for Child Protection will:

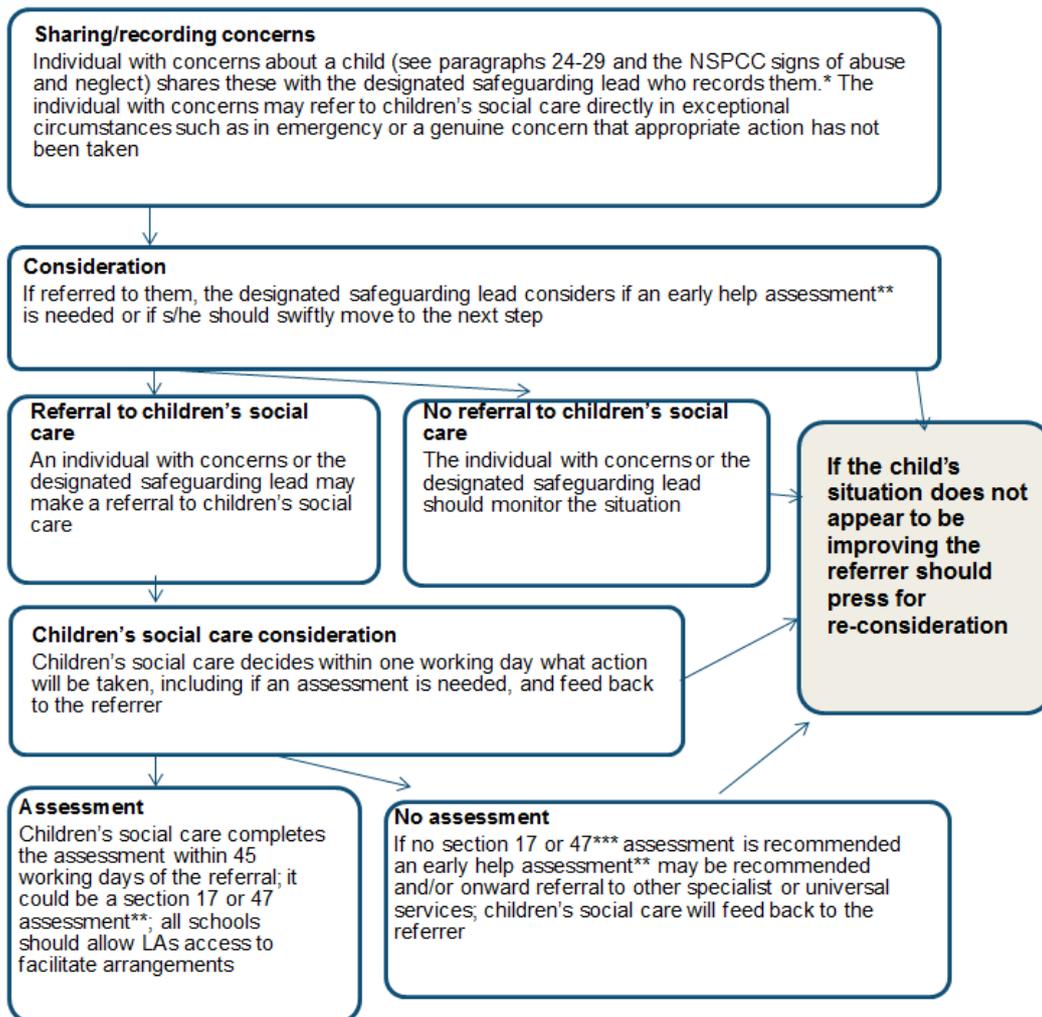
- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.

- Consider inter agency assessment where co-ordinated support may be beneficial-(education, health, housing, police)
- 2.7 The Designated Person will decide whether to consider offering Early Help to support the family or to make a referral to Newham’s Triage Service when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.
- 2.8 If a referral to Children’s Triage has not met the threshold for targeted support or statutory intervention the designated safeguarding lead will make a full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the earl help record and Plan.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately.

Anybody can make a referral.



2.9 Recognition and Response to Abuse

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

2.10 Types of abuse and neglect

Staff at Hallsville/ Scott Wilkie are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a

family or in an institution or community setting by those known to them or, more rarely, by other (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PEER ABUSE: peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/ sexual assaults and

sexting. Children are capable of abusing their peers. Peer on peer abuse will be fully investigated by the school and will never be tolerated or passed off as “banter” or “part of growing up” .Victims of peer on peer abuse will be fully protected and supported. Peer abuse can include gender based bullying. This could include girls being sexually touched/ assaulted or boys being subject to initiation/ hazing type violence.

- 2.12 All staff will report any concerns to the Designated Safeguarding lead for Early Help and Child protection.
- 2.13 All adults working in the school will receive regular Child Protection training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.
- 2.14 If at any point, there is a risk of immediate serious harm to a child a referral should be made to children’ social care and or police immediately. Anybody can make a referral. Where referrals are not made by the designated lead the designated lead should be informed, as soon as possible, that a referral has been made. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 2.15 We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:
- Child Missing from Education
 - Child Sexual Exploitation (CSE) page 9
 - Bullying/Cyberbullying
 - Domestic Violence
 - Use or abuse of drugs
 - Fabricated or induced illness We will ensure that the training our staff undertake contains opportunities for
 - Faith abuse
 - Female Genital Mutilation
 - Forced Marriage
 - Gangs and Youth Violence
 - Mental Health
 - Private Fostering
 - Radicalisation
 - Sexting (Child Exploitation Online protection Centre (CEOP) has recently updated sexting guidance)
 - Teenage relationship abuse
 - Trafficking

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

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

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

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

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹¹, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will

be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹². There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard¹³ to the need to prevent people from being drawn into terrorism”¹⁴. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

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

-Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area

and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

-The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

-The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

-Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.¹⁵ Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels¹⁶

3. Safeguarding – Providing a Safe Environment

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

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

3.2 Looked After Children

All staff at Hallsville / Scott Wilkie will have an awareness of issues around safeguarding looked after children. The most common reason for children becoming looked after is as a result of abuse and or neglect. Staff will be made aware of the legal status of looked after children for example: under voluntary arrangements with consent of parents or on an interim or full care order and contact arrangements with birth parents or those with parental responsibility. Staff will be made aware of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated lead will also ensure they have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The school will appoint a designated teacher to promote the educational achievement of children who are looked after. This person will be appropriately trained.

3.3 Children with special educational needs and disabilities

Staff are aware children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

4. Safeguarding & Child Protection in Specific Circumstances

4.1 Attendance

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

- (1) We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance management service if we have been unable to confirm the reasons for absence.
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- (5) We will always report to the Early Intervention Team the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

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

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of

potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

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

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

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

4.2 Pupil Behaviour

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

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

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

(3) We will always notify parents or carers of any such incident.

4.3. Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying make take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

4.3 Online Safety

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

At Hallsville/ Scott Wilkie we ensure that appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Hallsville Scott Wilkie staff ensure that online safety is included in ICT, PHSCE and Sex and relationship lessons. Children are taught about safe guarding, including online, through teaching and learning opportunities as part of offering a broad and balanced curriculum.

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

Ipads at all times require adult supervision.

4.5 Health & Safety

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

4.6 Child Sexual Exploitation (CSE)

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

We will consider the following CSE indicators:

- Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

- Perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Interagency and information sharing are vital in identifying and tackling all child sexual exploitation.

4.7 Female Genital Mutilation

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015. If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through [Multi-Agency Practice Guidance](#) .

4.8 Preventing Radicalisation

Hallsville/ Scott Wilkie is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

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

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

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

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

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

5. Working Together with Parents/Carers

5.1 Pupil Information

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

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

5.2 Confidentiality

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

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

Hallsville / Scott Wilkie recognise the importance of information sharing. Data protection fears should not be a barrier to information sharing as the safety of the child should be of the utmost importance. "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

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

5.3. Referrals to partner agencies

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

Hallsville / Scott Wilkie work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Hallsville / Scott Wilkie recognise the importance of information sharing

5.4. Sharing our Policy

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

6 ADULTS WORKING WITH CHILDREN

6.1 Safer Recruitment

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

6.3 Preparation

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

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

6.4 Advertising

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

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

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

6.5 Applications

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

We will scrutinise all completed application forms.

We will not accept CVs.

6.6 References

We will not accept open references or testimonials. We will make sure it is addressed to the person who requested for it, on headed paper or stamped and signed.

We will ask for the names of at least two referees.

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

6.7 Interviews

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

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

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

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

6.8 Appointments

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

Applicants will need to bring the original DBS certificate to the school; which should be no older than three months.

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

Candidates need to complete a medical fitness form.

6.9 Induction

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

Hallsville has an induction that must be signed to show procedures have been followed.

As part of the Induction of staff all new employees will be asked to complete a Disqualification Declaration. (Appendix 1)

6.10 Continuing Professional Development

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

6.11 Supervision

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

6.12 Allegations against staff

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

Safeguarding concerns about adults in the school should be made directly to the Head teacher. Where there are concerns about the head teacher this should be referred to the chair of governors. The procedures for management of the allegations against staff are:

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

6.13 Dismissal

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

6.14 Safe Practice

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

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

6.15 Whistleblowing

In the event of allegations of abuse being made against the head teacher allegations should be reported directly to the designated officer at the local authority or the chair of governors (Bola Awoyemi – bolakoko@hotmail.com). Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them.

General guidance can be found at [Advice on whistleblowing](#). The NSPCC whistleblowing helpline is available for staff. Staff can call: 0800028 0285 8:00am-8:00pm Monday-Friday. Email: help@nspcc.org.uk

7 MONITORING AND REVIEWING OUR POLICY AND PRACTICE

7.1 Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the headteacher and governors any weaknesses or deficiencies.

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

7.3 An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with designated child protection responsibilities.
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete.
- The training that has been undertaken by the designated staff.
- The training that has been undertaken by all other staff and volunteers.
- Details of any incidents when physical restraint of pupils has been used.
- Details of information and guidance that has been given to staff.
- Details of safeguarding and child protection issues included in the curriculum.
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school.
- Details of safeguarding and child protection information given to parents.
- Details of the safety of the school site and the access given to visitors.
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children.

- Numbers of child protection referrals made to Children’s Services.
- Details of child protection conferences or meetings attended regarding children (names of children are not shared).
- Numbers of children who are, or have been, subject to a Child Protection Plan.

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

7.5 Our policy will be reviewed annually with Governors.

7.6 This policy was last reviewed on January 2017.

Appendix 1

Guidance to Employees on Completing the School Staff Disqualification Declaration

In October 2014, the Department for Education (DfE) issued an update to its statutory guidance “Keeping Children Safe in Education”.

This update requires schools and other educational settings which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences
3. Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association)

You are required therefore to sign the declaration below, confirming that you are not disqualified under those Regulations from working in this school.

If you fail to complete and return the form, this will be regarded as a disciplinary matter for staff, which could result in your dismissal.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED:

A copy of the guidance is attached for your information, but should you require further advice on this, you may should contact schools HR or your trade union.

Please complete the following declaration and return to the head teacher within one week.

School Staff Disqualification Declaration - CONFIDENTIAL

Name		Post	
Please circle one answer for each question			
Section 1 – Orders or other restrictions			
Have any orders or other determinations related to childcare been made in respect of you?			YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?			YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children’s homes or fostering?			YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations? Available at the link below: http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made			YES / NO
Are you barred from working with Children by the Disclosure and Barring Service (DBS)?			YES / NO
Are you prohibited from teaching by the National College for Teaching & Leadership (NCTL)?			YES / NO
Section 2 – Specified and Statutory Offences			
Have you ever been cautioned, reprimanded, given a warning for or convicted of:			
☐☐Any offence against or involving a child? (A child is a person under the age of 18)			YES / NO
☐☐Any violent or sexual offence against an adult?			YES / NO
☐☐Any offence under the Sexual Offences Act?			YES / NO
<ul style="list-style-type: none"> • Any other relevant offence? 			YES / NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?			YES / NO

Section 3 – Disqualification by Association	
To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations? (*household – includes family, lodgers, house-sharers, household employees etc.) <i>This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning for or convicted of any offence in Section 2 or 3 of the Childcare (Disqualification) Regulations 2009?</i>	YES / NO
Section 4 – Provision of Information	
If you have answered YES to any of the questions above you should provide details the below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.	YES / NO
Details of the order, restriction, conviction, caution etc. including dates and relevant court(s) body(ies) (give details below)	
You must also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.	
Section 4 – Declaration	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
<input type="checkbox"/> I understand my responsibilities to safeguard children.	
<input type="checkbox"/> I understand that I must notify my head teacher immediately of anything now or in the future that affects, or might affect, my suitability to work in the School, including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children under the Childcare (Disqualification) Regulations 2009, replacement or similar legislation. Failure to notify will be a serious matter, considered as gross misconduct under the Disciplinary processes and could result in your dismissal.	
Signed:	Date
Print Full Name:	

APPENDIX 2

Situations where there should be a referral to Newham CAIT (Child Abuse Investigation Team)

- 1. When it is suspected a child has suffered or is at risk of suffering significant harm either because disclosures or allegations have been made or from the presenting evidence. (Section 47)**
 - Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
 - Emotional abuse – when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence or persistent serious verbal threats.
 - Sexual abuse – forcing or enticing a child to take part in sexual activities including both contact and non-contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
 - Neglect – the persistent failure to meet a child’s basic physical and psychological needs which could cause significant harm to their health & development.

- 2. When there is a concern that a parent or carer poses a risk to children, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour-based violence or forced marriage (Section 47)**
 - Children living in contact with adults with former schedule 1 offences or known to MAPPA /MARAC processes.
 - Children/unborn babies of parents who have previously had children removed or with issues such as substance misuse, mental health problems or disabilities which could place children at risk of significant harm.
 - Children whose parents suffer from mental health problems where the child is the subject of parental delusions – even if the parent is not living with the child.

- 3. When a child is abandoned, home alone, lost or no-one has parental responsibility. (section 17 or 47)**
 - This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental ill health from caring for them.

- 4. When a child or young person is at risk of imminent family breakdown or breakdown has already occurred. (section 17 or 47)**
 - Children whose parents are experiencing a crisis or domestic violence dispute and are temporarily incapable of caring for them. When the parents’ drug and alcohol misuse, learning difficulties, physical and/or mental health are preventing them from caring for their children.

