



EARLY HELP, SAFEGUARDING & CHILD PROTECTION POLICY

ABSTRACT

Outlines how the school considers safeguarding risks and the system and training that is in place to keep children safe and report concerns.

APPROVED	Chair / Headteacher
POLICY DATE	Autumn 2021
REVIEW	Autumn 2022

Introduction & Policy Statement

All schools are required to have an Early Help, Safeguarding & Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. Grange Primary 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.

Grange Primary School understands 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 at Grange Primary School believe that a range of other school policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti- Bullying
- Attendance
- Behaviour Management and Physical Intervention
- Online 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 national guidance published by the Department for Education entitled "Keeping Children Safe in Education" 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. Those procedures are available from Newham Safeguarding Children Board.

All adults, including volunteers, working with or on behalf of the school, will follow our procedures.

Our Policy was adopted on Monday 1st February 2016 and is reviewed at least annually by the Governors of our school, the Headteacher and the Designated Person for Child Protection together with the review of the Annual Report to Governors (Section 11 Safeguarding Audit).

This policy is available to all parents either in hard copy or from our website: www.grange.newham.sch.uk

Grange Primary School Early Help, Safeguarding and Child Protection Policy

Grange 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.

- All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils to learn.
- To this end Grange 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.
- 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.
- All staff should know the **Designated Safeguarding Lead (DSL) Mrs D Smith and the Deputy Designated Safeguarding Leads: Ms. Gillian James and Ms. Angela Charles**
- DSLs have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities.
- **The Lead Safeguarding Governor is: Mrs Yvonne Meade**
- All staff will receive training during their induction period and yearly thereafter, in order that they are equipped with the skills needed to keep children safe.
- Grange 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.

KEEPING CHILDREN SAFE

Child Protection - Responding to concerns

- All children at Grange 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.

All staff must:

- Listen to what the child is saying without interruption and without asking leading questions
- Respect the child is right to privacy but not promise confidentiality.
- Reassure the child that he/she has done the right thing in telling.

- Explain to the child that in order to keep him/her safe from harm, the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, on Safeguard, as soon as is practicable, what was said using the child's actual words.
- If any marks have been seen, record these using the body map on Safeguard.

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.
- Use Safeguard to confirm whether staff have raised any previous concerns.
- 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.

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

Recognition and Response

Owing to the nature of the day-to-day relationship, children at Grange 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. Furthermore, children with SEND are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-SEND children (Sullivan, Vernon and Scanlan 1987). All stakeholders need to share and build on existing knowledge and good practice and work together towards ensuring equal protection for SEND children.

There is a need to:

- Raise awareness about the abuse of SEND children and challenge attitudes and assumptions that act as barriers to protection
- Promote safe and accessible support in school

- Raise SEND children's awareness of abuse and ability to seek help

Abuse and neglect

- **All** staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- **All** school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.

Indicators of abuse and neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 from 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school's policy and procedures for dealing with it.

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, for example, 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.

Safeguarding issues

- **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Issues all staff should be aware of:

Child-on-child abuse

- **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- **All** staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse ~~to~~ should speak to their designated safeguarding lead (or deputy).
- It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case ~~scenarios~~ a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a ~~td~~ party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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- Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
 - It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

- CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.
- CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they

are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

- Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Mental Health

- **All** staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Serious violence

- **All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in behaviour or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Additional information and support

- Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for](#)

[Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

Further information can be found in annex B KCSiE 2022

What school staff should do if they have concerns about a child

- Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.
- If staff have **any concerns** about a child's welfare, they should act on them **immediately**.
- If staff have a concern, they should follow the school's Child Protection policy and speak to the designated safeguarding lead (or deputies).

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes
- undertaking an early help assessment, or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.
- The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
- Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).
- DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

All staff will report any concerns to the Designated Safeguarding Lead for Early Help and Child Protection.

- All adults working in the school will receive regular Safeguarding training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.
- 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 Sexual Exploitation (CSE)
 - Child Missing from Education
 - Bullying including Cyber bullying
 - Child Criminal Exploitation
 - Female Genital Mutilation (FGM)
 - Peer on Peer Abuse
 - Serious Violence
 - Mental Health
 - Private Fostering
 - Preventing Radicalisation
 - Sexting -
 - Teenage relationship abuse

DISCLOSURES

DO:

- Reassure
- Find a quiet place where you will not be interrupted.
- Listen but do not pressurise.
- Ascertain the facts - Who? What? Where? When? How?
- Ask one question at a time, do not answer your own questions, and make questions clear and concise.
- Let the child know that you are pleased to have been told.
- Tell the child that you believe them and do not blame them.
- Tell the child that you will need to involve others to ensure their safety in the future.
- Keep to the minimum the number of times the child must repeat the story.
- Use the words the child uses - if they think you are reluctant to use particular words, they will be reluctant to use them themselves.
- If you are not clear what the child is saying, check out understanding with the child.

DO NOT:

- Promise confidentiality.
- Make false promises or reassurances about what will happen.
- Interrupt the child to inform others.
- Inquire into the nature of the abuse.

- Ask leading questions as this could invalidate testimony in court.
- Unnecessarily distress the child and avoid repetition of the disclosure as this may lead to allegations that the child was coached in telling the story.

Referrals to Children and Young People’s Service/MASH

The DSL will refer to Newham Children and Young People’s Service/MASH for further advice. The local authority will decide within 24 hours of a referral being made on the course of action to be taken and let the school know of the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available within the timeframe and ensure outcomes are properly recorded on safeguard.

Early Help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. You may be required to support other agencies and professional in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. Please see the Safeguarding policy for all those children who could be considered for needing early help.

Allegations by children against other children

Sometimes children are abused by other children. Please refer to the school’s safeguarding policy on bullying and the Anti-bullying policy to see how we respond to such incidents. All the information must be recorded on the Safeguard software.

Allegations against staff

In response to an allegation against a member of staff, the Headteacher will decide:

Is there a child protection issue raised?

If so, the procedure will involve:

- a child protection investigation involving the LADO (local authority designated safeguarding officer)
- a disciplinary investigation
- a response to the complainant
- a police investigation

Is there a disciplinary issue?

If so, the procedure will involve:

- a disciplinary investigation
- a response to the complainant and may involve
- a police investigation

In any case, the Headteacher will contact the LADO.

Safeguarding – Providing a Safe Environment

All parents and carers of pupils attending Grange 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, knowing what is acceptable behaviour and what is not, including 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 helplines.
- 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 visits
- Ensure that any community groups that 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
- Department for Education making school safe during COVID-19

Early Help, Safeguarding & child protection in Specific Circumstances

Early help

Any child may benefit from Early Help, however we are particularly alert to the potential need for Early Help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Attendance

We are aware that if a pupil has unexplained absence from school, this could mean that they are at risk from harm.

- 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
- 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
- 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.
- 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.
- We will always report to the Attendance Officer 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.

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.

- 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 is sufficiently serious to justify such action
- We will always record any occasion when physical intervention has been necessary on our reporting software -Safeguard
- We will always notify parents or carers of any such incident
- Individual risk assessments will be carried out for specific pupils with challenging behaviours. The risk assessments will include detailed clear steps of how to manage the behaviour especially in the cases where the behaviour is deemed a health and safety action that may result in a fixed term exclusion.

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. The work that we carry out in school fosters 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 may take different forms and may include racist or homophobic behaviour (see bullying policy). It may also include prejudiced-based and discriminatory bullying. Any such reported or observed incident will be dealt with in accordance with our ant bullying policy.

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 e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the Internet in their lives out of school. To ensure our pupils are kept safe, there is to be more emphasis on online safety. All staff need to be aware that technology is a significant component in many safeguarding issues and that abuse can happen online, offline or both.

In the situation that school is to close and children are required to work remotely online, the following websites provide useful information.

Parents can read guidance on how to support their child's learning online from the following;
Childline www.childline.org.uk

UK Safer Internet Centre <https://reportharmfulcontent.com> (to report and remove harmful content)

CEOP www.ceop.police.uk/safety-centre for advice on making a report about online abuse.

parentinfo.org

London Grid for Learning www.lgfl.net/online-safety

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.

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.

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) because 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.
- 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 cyber bullying 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 abuse.

Female Genital Mutilation (FGM)

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We recognise that this is a mandatory reporting duty from October 2015.

If staff have a concern they should follow the school safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further advice is available through Multi-Agency Practice Guidance.

Preventing Radicalisation

Grange Primary School 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 and adults have the right to speak freely and voice their opinions.

Extremism is views and actions that promote:

- Violence against others
- Hatred towards others
- 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
- 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 staffs have a concern, they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

Working Together with Parents/Carers

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 persons, access to the child. (E.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Name and contact details of G.P.
- Any other factors which may impact on the safety and welfare of the child

Confidentiality

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

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

We have a duty to keep any records, which relate to child protection work undertaken by our partner agencies or us. We 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.

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.

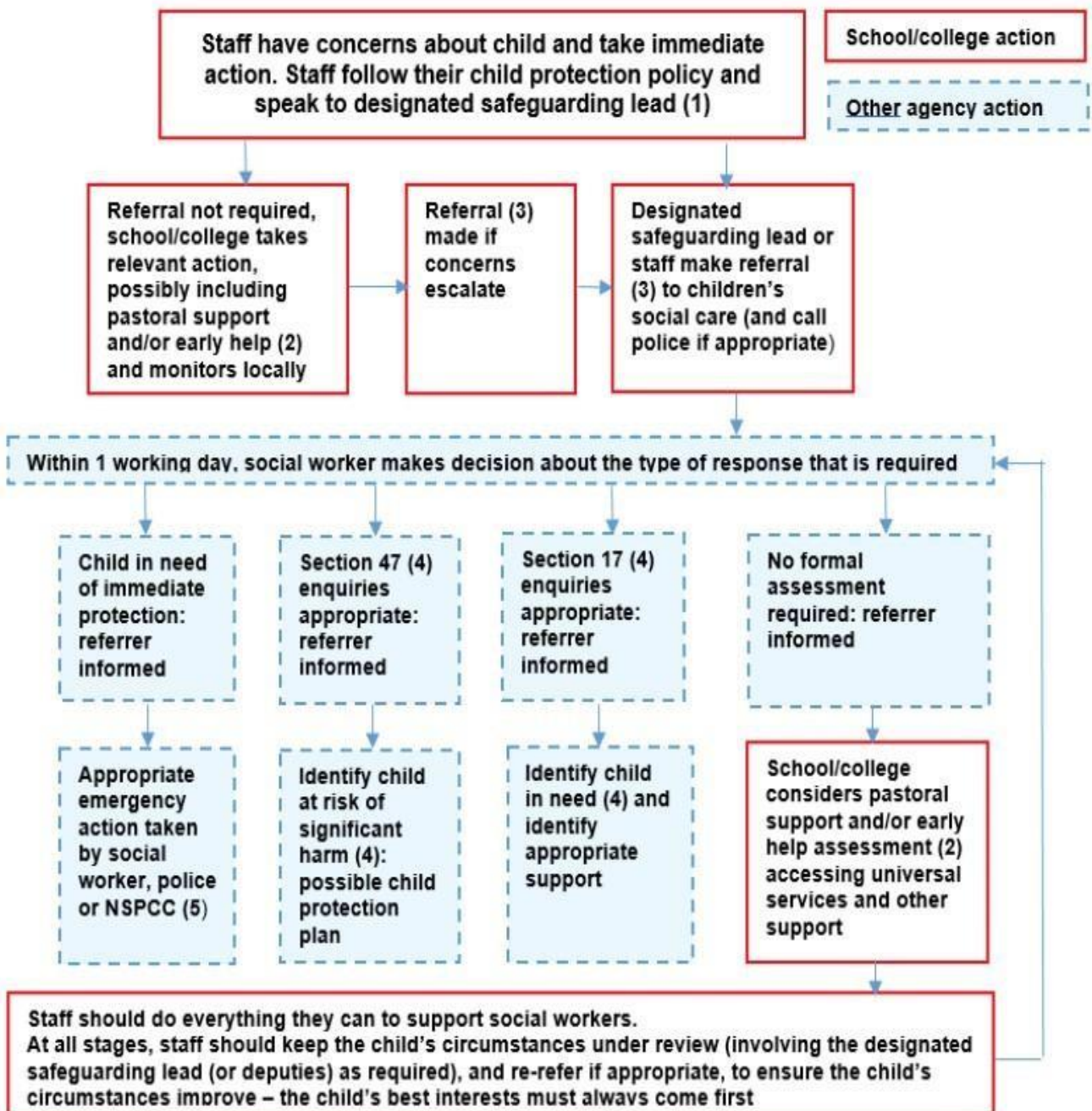
School will work closely with Early Help Partnership and the weekly Designated Safeguard Leads to maintain a high level of support for vulnerable pupils and families.

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.

The following flowchart outlines procedures and actions that Grange will take when a concern arises. The chart is based on guidance from KCSIE (September 2022):

Actions where there are concerns about a child



Safer Recruitment

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

- 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.

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.

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.**

References

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

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 in the UK

Appointments

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

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

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.

Continuing Professional Development

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

Supervision

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

Allegations

We will always follow our locally agreed procedures for the management of allegations against staff. When such allegations arise, advice will be sought from the Local Area Designated Officer (LADO).

**Newham Safeguarding Children Board LADO is currently Nick Pratt –
nick.pratt@newham.gov.uk**

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.

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.

MONITORING AND REVIEWING OUR POLICY AND PRACTICE

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.

- The governing body has a duty to remedy any weaknesses that are identified.
- An annual report will be submitted to the Governors, which will outline child protection and safeguarding work we have undertaken during the year. Name of children will not be shared.

Details to be included in the report:

- 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 not shared)
- Numbers of children identified in need of early help support
- Numbers of children who have an Early Help Plan
- Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan

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

Our Policy will be reviewed annually with Governors (See cover page for policy date).