

CHILD PROTECTION AND SAFEGUARDING POLICY 2020-2021 FOR Odessa Infant School

DATE APPROVED BY Governing Body October 20th 2020

DATE POLICY TO BE REVIEWED: September 2021



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

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CHILD PROTECTION AND SAFEGUARDING POLICY FOR Odessa Infant School

1. Introduction

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

(Keeping Children Safe in Education – DfE, September 2020)

This Child Protection and Safeguarding Policy is for all school and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with the school’s Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy and any other relevant policy.

Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2020).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2020 as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

2. Statutory framework

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

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

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

[Keeping Children Safe in Education \(DfE September 2018\)](#)
[Working Together to Safeguard Children \(HMG, 2018\)](#)
Education Act 2002
[Counter-Terrorism and Security Act \(HMG, 2015\)](#)
[The Prevent duty Departmental advice for schools and childcare providers \(DfE 2015\)](#)
[Prevent Duty Guidance for Further Education Establishments in England and Wales \(HMG 2015\)](#)
[Serious Crime Act 2015](#) (Home Office, 2015)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
General Data Protection Regulations 2018 (GDPR)
[What to do if you're worried a child is being abused](#) (HMG, 2015)
[Searching, screening and confiscation](#) (DfE, 2018)
Children Act 1989
Children Act 2004
Children and Social Work Act 2017
Modern Slavery Act 2015
The Homelessness Reduction Act 2017
[Preventing and Tackling Bullying \(DfE, 2017\)](#),
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2017)
Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
Advice on Whistleblowing in Maintained Schools (DfE 2014) <https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>
Voyeurism (Offences) Act 2019
Covid- 19 Guidance for full opening: schools (DfE 2nd July 2020)

3. School roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy. All staff in our school are familiar with the Early Help Offer. See Appendix 1.

3.1 The Governing Body

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

The Governing Body ensure that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection policy reflects statutory and local guidance. The policy is reviewed at least annually.

The Governing Body also ensures there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place and that they have their safeguarding role explicitly within their job descriptions and are trained for the role as set out in Keeping Children Safe in Education 2020.

The Governing Body ensure the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The Governing Body monitor to ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The Governing Body will also ensure that all staff have the knowledge, skills and understanding of children who have an allocated social worker; looked after and previously looked after children in order to recognise their additional vulnerabilities and keep them safe.

The Governing Body ensure that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems for online usage in school are in place. This will include children that are accessing on-line learning at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum.

The Governing Body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

3.2 The Designated Safeguarding Lead (and Deputy)

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

The Designated Safeguarding lead (DSL) will also be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The Designated Safeguarding Lead

(DSL) will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can be made to best support them.

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

3.3 The Head teacher

The Head teacher works in accordance with the requirements upon all school staff. In addition, the Head teacher ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff. The Head teacher will ensure that children are taught about safeguarding, including on-line as part of the broad and balanced curriculum. This may include covering relevant issues through [Relationships Education and Relationships and Sex and Health Education (RSHE)].

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

3.4 All school staff

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

4. Types of abuse / specific safeguarding issues

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another" [...] All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments".

Keeping Children Safe in Education (DfE, 2020)

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

- Physical
- Emotional
- Sexual
- Neglect

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

4.1 Peer on peer abuse

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

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Please also refer to the school's Anti Bullying Policy, Behaviour Policy and our Internet Safety Policy.

4.2 Sexual Violence and Harassment

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

Our school will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is 'just part of growing up' or a joke. Our school will manage such incidences in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

4.3 Children with special educational needs and disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Be more prone to peer group isolation than other children;
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing signs

- Communication barriers that make telling an adult difficult and
- The requirement of personal or intimate care

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

4.4 Children Missing from Education (CME)

As part of our safeguarding role we ask parents and carers to provide a minimum of two contact details and we will regularly ask parents and carers to ensure that they are kept up to date.

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

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

4.5 Contextual safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

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

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

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs grooming and exploiting children and young people

to carry drugs, weapons and money for them. Key to identifying potential involvement may be ‘missing episodes’ when the child may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Newham pathways or a direct referral using the National Referral mechanism for human trafficking.

4.5.2 Serious Violence

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

4.7 Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving “honour”. It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and other practices such as breast ironing.

4.7.1 Female Genital Mutilation (FGM)

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

The Serious Crime Act 2015 (Home Office, 2015) places a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to female genital mutilation in line with the London Child Protection Procedures.

4.7.2 Forced marriage

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

4.8 Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The [Counter-Terrorism and Security Act \(HMG, 2015\) Section 26](#) places a duty on schools in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty.

It requires schools to:

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

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

4.9 Mental Health and Wellbeing

All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school's child protection policy.

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

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

4.10 Domestic Abuse

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

Children who witness domestic abuse in the context of their home life can be adversely affected. Exposure to domestic abuse can have serious long lasting emotional and psychological impact on children.

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

5. Procedures

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

All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone using the Newham Multi-agency Safeguarding Hub (MASH) or the Police. Less urgent concerns or requests for support will be referred via the Newham MASH for consideration of Early Help support as appropriate. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the Newham (MASH) with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Newham MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

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

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

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

6. Training

The Designated Safeguarding Lead (DSL) and Deputy undertake child protection training appropriate to the role at every two years as a minimum. The head teacher, all staff members and governors receive September 2020

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

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

7. Professional confidentiality

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

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

8. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

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

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record (see Appendix 2) with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then presented to the Designated Safeguarding Lead (DSL) or Deputy, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file (Safeguard software) All child protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth, or until they transfer to another school or educational setting.

Where a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded electronically to the new educational setting via the school's online safeguard software. If the receiving school does not use safeguard software the records will be transferred by post. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) with a return address on the envelope so it can be returned to us if it

goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a child joins our school, we will request all child protection records from the previous educational setting if none are received.

9. Interagency working

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

If a child is subject to a child protection or a child in need plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, mental health and emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (DSL) will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless waiting for the next meeting would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so and the actions agreed.

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

10. Allegations about members of the workforce

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

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

We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email CPRT.LADO@newham.gov.uk

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

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

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

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

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

11. Whistleblowing

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

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing policy.

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

Appendix 1 Early Help Offer

http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf

Appendix 2 Recording Safeguarding Concerns Odessa Infant School

Full Name of Child	Date of Birth	Tutor Group/Class

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

Time form completed:

Recording Safeguarding Concerns Odessa Infant School

Time form received by Designated Safeguarding Lead:

Action taken by Designated Safeguarding Lead:

Referred to:

Date:

Time:

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

Feedback given to:

Pastoral team

Early Help
Lead

Child

Person who recorded disclosure

Further Action Agreed:

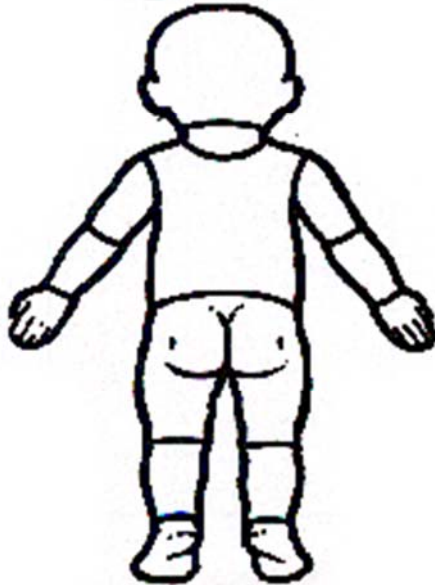
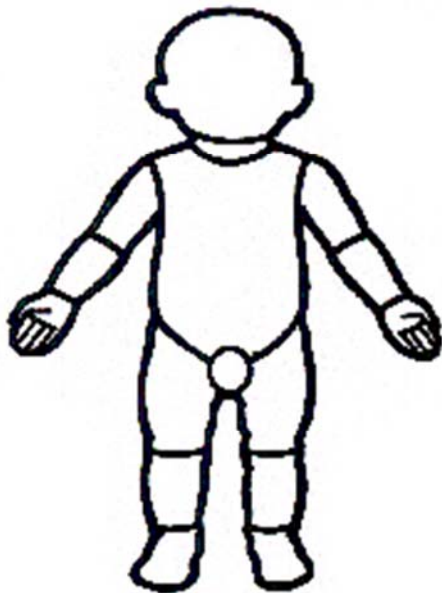
DSL Signature:

Printed Name:

Date

Appendix 2 –Body Plans

Young Child



Older Child

