

EASTBROOK SCHOOL



Safeguarding and Child Protection Policy

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Strategic Designated Safeguarding Lead

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School Vision

At Eastbrook School we believe that a truly outstanding school is one that enables all children to achieve their best. One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond. All the children, staff and families at Eastbrook share this vision and are working hard to make it a truly outstanding school.

Rationale

This policy remains in place throughout the response to coronavirus (COVID 19). Please also see addendum policy, available on the school website, which reflects the interim Government Guidance ‘Coronavirus (Covid 19): safeguarding in schools, colleges and other providers’, and the school response to this.

At Eastbrook School we recognise that safeguarding and promoting the welfare of children is the responsibility of **everyone** and our policy applies to all governors, staff, volunteers and visitors. Our approach is child-centred, keeping the child in focus when making decisions and working in partnership with them and their families.

Eastbrook School is committed to providing a safe and secure environment for children (under the age of 18), staff and visitors; and promoting an environment where children and adults will feel confident about sharing concerns they may have about their own safety or that of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes as stated in ‘Keeping Children Safe in Education (2020)’.

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Education Act 2002
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- What to do if you are worried a child is being abused (2015)
- Information Sharing – Advice for practitioners (2018)
- London Child Protection Procedures
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- LBBB Child Protection and Safeguarding Procedures and Ofsted guidance
- LBBB Managing Allegations procedures
- Inspecting Safeguarding in early years, education and skills settings – OFSTED 2018

All members of staff working within the school are required to read 'Keeping Safe in Education' Part 1 (2020) and our school Safeguarding Policy, and will sign the safeguarding agreement to confirm that they have read, understood and will adhere to this guidance. All staff are also expected to adhere to the LBBB Employee Code of Conduct, Staff Handbook and Behaviour Policy.

Aims

1. To provide clear and accessible information and guidelines relating to the roles and responsibilities of key staff for **all** areas of safeguarding.
2. To outline procedures for identifying and reporting concerns about the safety and wellbeing of children and provide clear guidance on systems, procedures and expectations in relation to safeguarding and child protection.

3. To create an ethos of support and care where children and their families are encouraged to talk and know they will be listened to.
4. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
5. Ensure allegations against staff are managed appropriately.
6. Ensure all staff has attended up to date training so that they are familiar with most recent legislation and school policy and procedures.
7. Monitor and evaluate the effectiveness of safeguarding systems and procedures throughout the school.

Key Safeguarding Staff

Primary Site	Secondary Site
Kyri Mingay Strategic Designated Safeguarding Lead	Kyri Mingay Strategic Designated Safeguarding Lead
Andrew Pasterfield Deputy Designated Safeguarding Lead Designated Teacher for LAC	Cherrelle Hinds-Swaby Deputy Designated Safeguarding Lead
Evan Hollows Headteacher Deputy Safeguarding Lead	Neil Tobias Assistant Headteacher/ Deputy DSL Designated Teacher for LAC
Paul Campbell Executive Headteacher	Paul Frith Headteacher
Gill Ellis Governor with Safeguarding Responsibility	Paul Campbell Executive Headteacher
Councillor Phil Waker Chair of Governors	Gill Ellis Governor with Safeguarding Responsibility
	Councillor Phil Waker Chair of Governors

Responsibilities

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in the school (including visiting staff, volunteers and students) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Leads. We work together with other agencies, including police, social care, health services and others to promote children's welfare and protect them from harm. This includes providing a coordinated offer of early help when additional needs are identified.

The Designated Safeguarding Leads are responsible for:

- Liaising with the LBBB safeguarding partnership in line with 'Working Together to Safeguard Children (2018)'.
- Adhering to LBBB and school procedures with regard to referring all cases of suspected abuse.
- Referring all cases where a crime may have been committed to the police and use the NSPCC 'When to Call the Police' guidance as necessary.
- Providing support to staff members to carry out their safeguarding duties and keeping them informed.
- Liaising closely with other services such as Children's Social Care, Police, School Nurse, Children in Care Team.
- Taking appropriate action if there are concerns of radicalisation, including making a referral to the LA or the Channel programme if needed, and providing support to staff regarding risks of radicalisation.
- Creating a culture of listening to children and taking account of their wishes and feelings among staff.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Acting as a point of contact with the Safeguarding Partnership, Headteacher, Case Manager, and relevant staff.
- Liaising with the Headteacher to inform of any issues and ongoing investigations and ensure there is always cover for this role.
- Ensuring that appropriate training is offered every year to all staff members and regular updates are provided.
- Ensuring children have the opportunity to learn to recognise when they are at risk and how to get help when they need it, including additional risks that children with SEN and Disabilities face.
- Understanding risks associated with online safety and keep children safe online at school.
- Attending child protection conferences and other meetings as appropriate.
- Understanding information sharing and relevant data protection legislation and regulations, including Data Protection Act 2018 and General Data Protection Regulations (GDPR).

- Ensuring members of staff have access to and understand the safeguarding policy and procedures, especially new staff.
- Ensuring the safeguarding policy is reviewed annually and made available on the school website.
- Ensuring there is an appropriate school based early help offer.
- Keeping detailed, accurate written records of concerns and referrals about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that the safeguarding policy is reviewed annually.
- Ensuring that child protection files are copied for the new school when a child leaves (transferred separately from the main file).
- Ensure that regular audit and quality assurance is undertaken within the school.
- Attending relevant safeguarding training, including Prevent training and disseminating to wider school staff.

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- Have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm; and report this to the Designated Safeguarding Leads.
- Have a responsibility to identify children who may benefit from early help, to provide support as soon as a problem emerges, and to discuss this with the Designated Safeguarding Leads.
- Have a responsibility to take appropriate action, particularly when a child tells them he/she is being abused or neglected, working with other services as needed. Anyone can make a referral to Children's Services; however, the Designated Safeguarding Leads should be informed.
- In addition to working with the Designated Safeguarding Leads, staff should be aware that they may be asked to support social workers to take decisions about individual children.
- May be required to give verbal or written feedback using the school's safeguarding reporting system.
- Must only use social media in a way that is responsible, in line with the school Internet Acceptable Use Policy and in line with staff behavior guidance as laid out in the Staff Handbook.
- Must report any suspected cases of Female Genital Mutilation to police and to the Designated Safeguarding Leads so appropriate action can be taken.
- Must report any concerns regarding children who may be at risk of radicalisation and/or extremism to the Designated Safeguarding Leads so appropriate action can be taken.

Staff members 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 members should always act in

the best interest of the child. The *Teachers' Standards 2012* state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Governing Body:

Governing Bodies must ensure that they comply with their duties under legislation. They must ensure that all policies, procedures and training are effective and comply with the law at all times.

Safeguarding is discussed at all Governing Body Meetings.

The Governing Body must ensure that:

- There are appropriate policies and procedures in place in order for appropriate action to be taken to safeguard and promote the welfare of children.
- Safeguarding training is provided to all staff every year, including induction and regular updates as required.
- Appropriate filters and monitoring systems are in place so that children safeguarded from potentially harmful and inappropriate material online.
- Opportunities to teach safeguarding must be considered and included within the curriculum.
- If there is risk of immediate serious harm to a child, a referral is made to children's services and/or police immediately.
- Suspected cases of FGM are reported to the police.
- There are appropriate responses to children who go missing from education, particularly on repeat occasions.
- A coordinated offer of early help is provided to children with additional needs.
- The Safeguarding policy reflects that additional barriers can exist when recognizing abuse and neglect in children with special education needs and disabilities.
- Procedures are in place to investigate allegations against staff members, including the Head Teacher, and that these are reported to the Designated Officer at the Local Authority.
- Procedures are in place to ensure safe recruitment.
- Procedures are in place to make referrals to the Disclosure and Barring Service in the event of a dismissal due to safeguarding concerns.
- Procedures are in place to deal with allegations against other children and that the safeguarding policy reflects different gender issues that can be prevalent when dealing with peer on peer abuse.

- Pupils' resilience to radicalization is built by promoting fundamental British values and enabling them to challenge extremist views.
- The child's wishes and feelings are taken into account when determining what action to take and which services to provide; and that children have the opportunity to express their views and give feedback.

Guidelines

All staff should be aware of indicators of abuse and neglect in order to identify cases of children that may need help or protection. If staff are unsure, please ask the Designated Safeguarding Leads.

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. They may be abused by an adult or adults and a child or children.

Physical Abuse: a form of abuse that 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, an illness in a child.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe 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 capacity 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 to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. This may involve physical contact, including penetrative (e.g. rape or oral sex), but also includes non-contact sexual activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or

encouraging children to behave in sexually inappropriate ways. Sexual abuse includes abuse of children through sexual exploitation.

It is not solely perpetrated by males; women and other children can also commit acts of sexual abuse.

Neglect: the persistent failure to meet a child's basic physical, psychological and/or emotional 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 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); ensure access to appropriate medical care or treatment.

Please see Appendix 1 for information on indicators of child abuse and neglect.

Online Abuse: is any type of abuse that happens on the internet, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Online Safety

The use of technology has become a huge part of many safeguarding issues. Technology often provides the platform that facilitates harm. At Eastbrook School, we aim to protect and educate our pupils in their use of technology and we identify and provide support regarding any concerns.

As schools increasingly work online, we continue to safeguard our pupils, ensuring our filtering and monitoring systems remain in place. The School Safeguarding and E-Safety policy also remains firmly in place during any remote education. The E-Safety policy has recently been updated to reflect this, using government guidance.

Please see our school E-Safety Policy for further information, which is available on the school website.

Teaching Safeguarding in School

Safeguarding and Online Safety are taught as part of the broad school curriculum, particularly within PSE and Character Education. It is now compulsory for school to teach Relationships Education (primary) and Relationships and Sex Education (secondary). This has been embedded in the PSHE curriculum and is taught

via a variety of methods, including assemblies, workshops, and by using different resources available from sources, such as NSPCC and Thinkuknow.co.uk.

Mental Health

In some cases, mental health issues can indicate that a child is suffering, or at risk of suffering, abuse, neglect, or exploitation. For children who have suffered abuse and/or neglect, or other traumatic adverse childhood experiences, this can have a lasting impact on their childhood and the rest of their life. Staff need to be aware of how these experiences impact on the mental health, behavior and education of our pupils.

If staff have a concern about the mental health of any children, this must be reported immediately to the DSLs.

Contextual Safeguarding

Children may also be vulnerable to abuse or exploitation from outside their families. These threats may arise at school or other educational establishments, from within peer groups, or more widely from the wider community and/or online. This can take on a variety of forms including:

Exploitation from criminal gangs and organized crime groups such as county lines

Trafficking Online

abuse Sexual

exploitation

Influences of extremism leading to radicalisation

Any concerns relating to contextual safeguarding should be reported to the Designated Safeguarding Leads immediately, who will follow school safeguarding procedures.

For further information, please see: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Wider Safeguarding Issues

Child Sexual Exploitation (CSE): Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology, e.g. copying images or videos and posting on social media.

Some of the following signs may be indicators of sexual exploitation:

- Regularly missing school/education or not taking part in education
- Going missing for periods of time or regularly coming home late
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Changes in emotional behavior
- Displaying inappropriate sexual behavior
- Drug and alcohol misuse

A child under the age of 13 is not legally capable of consenting to sex or any type of sexual touching; and this is statutory rape. Sexual activity with a child under 16 is an offence. It is also an offence for a person with a position of trust to have a sexual relationship with a child under 16.

Any concerns regarding CSE must be reported to the Designated Safeguarding Leads immediately. A CSE Risk Assessment is completed and sent with a multi-agency referral form (MARF) to Children's Services.

The Strategic Designated Safeguarding Lead is the nominated Anti-Exploitation Champion and attends termly forums, which provide key information, updates and resources.

The Anti-Exploitation Co-ordinator in Barking and Dagenham is **Linda Helliar**.

For further help and support visit: www.thinkuknow.co.uk and www.faceuptoit.org

Child Criminal Exploitation (CCE): Child criminal exploitation is a form of abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator, and/or (c) through threat or violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. This can include children being forced to shoplift or pickpocket, being forced to work in cannabis factories, using threat or violence towards other, or being coerced to move drugs or money across the country (county lines).

County Lines: 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 groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes (from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Crime Agency would be considered. Children are known to be exposed to techniques such as ‘plugging’ (where drugs are concealed internally (usually anally) to avoid detection. Children can be trapped as gangs create debts (also known as ‘debt bondage’) and can threaten serious violence or kidnap if they attempt to leave the network.

County Lines exploitation can:

- Affect any child or young person under the age of 18 years
- Affect any vulnerable adult over 18 years
- Still be exploitation even if appears consensual
- Involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of the perpetrator

Indicators include:

- Children who appear with new gifts or possessions
- Children who associate with other young people involved in criminal exploitation
- Children who suffer changes in behavior/emotional wellbeing
- Children who misuse drugs or alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or do not take part in education

Any concerns regarding CCE and County Lines must be reported to the DSLs immediately who complete an exploitation risk assessment and will refer to Social Care and Police as necessary. Other agencies may also be contacted in order to support the young person, such as St Giles' Trust.

Further information can be found at <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic Abuse: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This could include:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Staff must report any concerns regarding domestic violence and abuse to the DSLs who will make a referral to Social Care.

Eastbrook School is part of the Operation Encompass system that is operated by the police. The DSL receives a notification if a domestic incident has taken place and children have been present. The school can then ensure there is appropriate support in place.

Further information is available on the NSPCC website and the National Domestic Abuse Helpline is free of charge and available 24 hours a day: 0808 2000 247,

For further information, please see:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Children Missing 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.

Children who are repeatedly going missing can act as a warning sign of a range of safeguarding issues. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate:

- Mental health problems
- Risk of substance misuse
- Risk of travelling to conflict zones
- Risk of female genital mutilation (FGM)
- Risk of forced marriage

Early intervention is necessary to identify and prevent risks of a child going missing in the future. Any concerns regarding children missing from education should be reported to the Designated Safeguarding Leads, who will follow safeguarding procedures and liaise with the LBBB CME Team.

Eastbrook School will maintain a register of vulnerable pupils. If no reason has been given for an absence and there has been no response from a parent/carer within three-five days, a home visit will be conducted by Attendance Officer and Designated Safeguarding Lead.

In line with our Attendance Policy and LBBB guidelines, the school Attendance Officer (**Joanne Archer**) will inform the local authority when any pupil is removed from the admission register due to:

- Being home educated
- Having moved away from school and no longer attending
- Medically certified as not in a fit state to attend school
- Excluded from school

Parents are expected to provide at least two emergency contacts for their child/ren.

Eastbrook School will inform the Local Authority of any pupil who fails to attend school regularly or is absent for a period of 10 school days or more.

For further information, please see LBBB CME Policy <https://bdscb.org/wp-content/uploads/2019/05/Children-Missing-Education-policy.pdf>

Children with family members in prison: these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Any concerns are to be reported to the DSLs who will liaise with relevant agencies and ensure appropriate support is in place.

Homelessness: being homeless or at risk of being homeless can pose a risk to a child's welfare and wellbeing. Indicators include being in rent arrears, in debt, domestic abuse, anti-social behavior, and if a family has been asked to leave a property. Any concerns must be reported to the DSLs who will refer to Social Care and other agencies as necessary.

Female Genital Mutilation (FGM): comprises of all procedures involving partial or total removal of the external female genitalia or where the female genital organs are injured and there is no medical reason for this. It can be a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and immediate and/or long-term health consequences. It is a form of child abuse and a form of violence against women and girls. It is illegal in the UK.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, 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. Teachers must personally report to the police cases where FGM appears to have been carried out. Unless the teacher has a good reason not to, they should discuss any such case with the school's Designated Safeguarding Leads and involve children's social care as appropriate.

Signs and indicators include:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A girl or woman who has had FGM may:

- Have difficulty walking, standing or sitting.
- Spend longer in the bathroom or toilet.
- Appear withdrawn, anxious or depressed.
- Have unusual behaviour after an absence from school or college.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

Information on how and when to make a report can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/525405/FGM_mandatory_reporting_map_A.pdf

Further information can be found on NSPCC Website: <https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm/>

For further guidance staff can contact NSPCC FGM Helpline on 0800 028 3550

Preventing Radicalisation: The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers to have due regard to the need to prevent people from being drawn into terrorism (known as Prevent Duty). Young people can be exposed to extremist influences or prejudice views, in particular those via the internet and social media.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people, causes damage to property or seriously disrupts/interferes with an electronic system. The use or threat must be designed to influence the government or for advancing a particular political/cultural/religious cause.

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. Staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection.

Some indicators include (these are not exhaustive and are not the only source of information required to make an appropriate assessment):

An individual may be engaged with an extremist group:

- Spending increased time with a specific group
- Changing personal appearance in accordance with the group
- Loss of interest in other friends and activities

- Possession of materials or symbols belonging to a particular extremist group or cause
- Attempting to recruit others to a particular group or cause
- Communicating with others in a particular group or cause

An individual may be intending to use violence or other illegal means:

- Identifying a particular group or cause as threatening and placing blame on them
- Expressing attitudes that justify violence or offending
- Condoning or supporting violence towards others
- Plotting or conspiring against others

An individual may be capable of contributing directly or indirectly to an act of terrorism:

- Having a history of violence
- Using criminal networks to support extremist goals
- Having occupational skills that can enable acts of terrorism
- Having technical experience that can be deployed

Channel programme: this provides support to young people at an early stage to people who are identified as vulnerable to being drawn into terrorism.

Any concerns regarding radicalisation must be reported to the Designated Safeguarding Leads immediately who will contact the Multi Agency Safeguarding Hub (MASH) and complete a MARF. The Prevent Team and Police will be notified, and a referral will be made to the Channel programme as appropriate.

Please see guidance for further information:

[Revised Prevent duty guidance: for England and Wales \(July 2015\)](#)

Information, tools and resources can also be found at: educateagainsthate.com

Honour-Based Abuse: a crime or incident which may have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something not in keeping with their traditional beliefs and culture. It can include multiple perpetrators.

This may be committed against people who:

- Become involved with a person from a different culture of religion

- Want to get out of an arranged/forced marriage
- Wear clothes or take part in activities that might not be considered traditional

Women and girls are the most common victims of honour-based violence however it can affect men and boys.

Crimes do not always include violence and can involve:

- Domestic abuse/sexual and/or psychological abuse
- Threats of violence
- Being held against your will
- Forced marriage

Any other safeguarding concerns relating to culture and faith, such as Witchcraft and Spirit Possession, are to be reported to the Designated Safeguarding Leads using the school procedure.

Forced marriage: a marriage that is entered into without the consent of both people; and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. This is different to an arranged marriage that both people have agreed to.

Any concerns regarding honour-based abuse and forced marriage should be reported to the Designated Safeguarding Leads immediately and relevant agencies, such as Children's Social Care and Police will be contacted as necessary.

Staff can contact the Forced Marriage Unit for advice or information: 020 7008 0151 or email fm@fco.gov.uk

Fabricated or Induced Illness: when a parent or carer fakes, or creates, the symptoms of an illness. This might include giving a child medicine, tampering with medical equipment or falsifying test results, and deliberately inducing illness, e.g. by poisoning the child with unnecessary medication or other substances. Any concerns must be reported to the DSLs.

Cyber-bullying: an increasingly common form of bullying behavior which happens on social networks, games and mobile phones. Cyberbullying can include sending threatening or abusive text messages; spreading rumours about someone; posting nasty or embarrassing messages, images or videos; trolling – sending menacing or upsetting messages on social networks or online games; setting up hate sites or groups about a particular child, encouraging young people to self-harm; creating fake accounts or stealing online identities to embarrass a child or cause trouble in their name. School safeguarding procedures should be followed if any staff member has safeguarding concerns regarding cyber-bullying and report to DSLs.

Private Fostering: when a child under the age of 16 (under 18 if disabled) is cared for by a person who is not their parent or close family relative. This is a private arrangement between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, aunts, or uncles (whether of full blood, half blood or marriage/affinity). Great grandparents, great aunts or uncles or cousins are not considered as close relatives. We have a mandatory duty to inform the Local Authority regarding private fostering so the child and private foster carer can be supported.

For any cases where private fostering is suspected, staff should notify the Designated Safeguarding Lead, school safeguarding procedures must be followed and the LA will be informed in order for them to carry out a private fostering assessment.

Children with Special Educational Needs (SEN) and Disabilities

Children with SEN and disabilities can face additional safeguarding challenges. Additional barriers can exist when identifying abuse and neglect in this group of children, particularly when the children have communication difficulties. These can include making assumptions that indicators of possible abuse relate to the child's disability without further exploration; being more prone to peer group isolation; the potential of being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Staff need to be more vigilant and recognise the increased vulnerability of these children and must report concerns to the Designated Safeguarding Leads in line with the school safeguarding procedures.

Sexual Violence and Harassment

Sexual violence and harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Victims will find the experience stressful and traumatic and this will have an impact on their educational attainment.

When referring to sexual violence, this refers to offences under the Sexual Offences Act 2003 as described below:

Rape: A person commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person with his penis, B does not consent to the penetration and A does not reasonably believe that A consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that A consents.

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that A consents.

Sexual harassment is when there is 'unwanted sexual conduct of a sexual nature' that can occur online or offline. It is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. This can include sexual comments, sexual taunting, physical behaviour, non-consensual sharing of sexual images and videos, sexualised online bullying, coercion and threats. Some groups can potentially be at greater risk, including girls, children with SEND and LGBT children.

The Voyeurism (Offences) Act, also known as the Upskirting Act came into force in April 2019. Upskirting involves taking a picture under a person's clothing without them knowing or without their permission, with the intention to grab the buttocks or genitalia for the purposes of sexual gratification or to cause distress or harm. Anyone of any gender can be a victim. This is a criminal offence and any reports of upskirting will be reported to the police.

Sexual violence and harassment are never acceptable and not tolerated at Eastbrook School. This behaviour is not considered part of 'growing up' or 'banter', and any such behaviours will be challenged. There will be immediate consideration of safeguarding the victim, alleged perpetrator and any other children directly involved. Where a child has been harmed, or is at risk of harm, or is in immediate danger, a referral will be made to Children's Social Care. Reports of rape, assault by penetration or sexual assault, will be reported to the Police. Parents and carers will be informed unless there is an additional risk to a child.

Peer on Peer Abuse

It is important to recognise that sometimes the abuser can be another child. This could also be referred to as peer on peer abuse. This can include:

- Bullying (including cyber-bullying)
- Sexual violence and harassment
- Physical abuse
- Sexting or youth produced sexual imagery

- Upskirting, which involves taking a picture under a person's clothing without them knowing
- Initiating/hazing type violence and rituals
- Teenage relationship abuse

Abuse should never be tolerated and should never be passed off as 'banter' or 'part of growing up'.

There are many forms of abuse between peers and it is important to consider what this looks like in order to provide appropriate support and to provide intervention and preventative strategies to reduce further risk to the child.

At Eastbrook School, we aim to prevent peer on peer abuse by promoting an ethos of safety across the whole school where children can feel confident to share any worries or concerns. This is supported by our PSHE curriculum, which allows children to discuss issues to try and tackle any prejudiced behaviour and promotes healthy relationships. However, there will unfortunately be occasions where peer on peer abuse may still happen and in these situations, it is important to take the concerns as seriously as if the perpetrator were an adult, and to follow the same referral procedures.

Any concerns regarding sexual violence and harassment, and/or peer on peer abuse should be reported to the Designated Safeguarding Leads immediately. The school's response is in line with Part Five of the 'Keeping Children Safe in Education, 2020' guidance.

Procedures:

- Concerns must be reported to the Designated Safeguarding Leads immediately.
- Information will be gathered as soon as possible by taking statements from the children involved using consistent language and open questions. The age of the children; where the incident took place; and the explanations given by the children, will be taken into consideration.
- The situation will be assessed to consider whether it was deliberate and if the intention was to harm another child, using Brooke Traffic Light Tool for guidance.
- If the information indicates that a child is at risk of or likely to suffer significant harm, children's social care and/or police will be contacted as appropriate.
- Eastbrook School will work with children's social care to put an appropriate risk assessment and management plan into place for both the child who may have been harmed and the child who has displayed the harmful behaviour.
- Support will be provided to the child who may have been harmed as appropriate, including pastoral support, counselling, Thrive intervention.
- Consequences will be set for the child who has displayed harmful behaviour as advised and it may be necessary to refer to other agencies for support.

- Information will be shared with parents as advised.
- In a situation where the child is not at significant risk of harm, information may still be shared with the parent if appropriate and in line with Local Authority confidentiality guidelines.
- The incident will be recorded using our confidential digital system and any files will be kept securely and confidentially.

For further information, please see <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Serious Violence or Crime

All staff should be aware of indicators, which may signal that 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
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions, which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

Any concerns must be reported to the DSLs, who will liaise with police.

For further information, please see documents from Home Office:

Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal Exploitation of children and vulnerable adults: county lines guidance

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Children Potentially at Greater Risk of Harm

Children who need a Social Worker: children may need a Social Worker to help with their safeguarding and welfare needs. These children are usually subject to Child Protection or Child in Need Plans. This could be due

to abuse, neglect and family circumstances. The trauma and adverse childhood experiences they have faced have an impact on their attendance, educational progress and learning. This can place them at further risk. Information is shared with Social Workers regarding these children and pastoral support is provided in school, alongside and as part of the plan in place by Social Care.

Children requiring mental health support: the mental health and wellbeing of our pupils is very important to us and issues can be an indicator that a child is suffering abuse, neglect or exploitation. We actively promote the positive health, wellbeing and resilience of our pupils.

Looked after children or previously looked after children (LAC): this is usually because a child has been subject to or at risk of abuse and/or neglect. We ensure we have the appropriate information regarding a child's legal status and the child's contact arrangements. The Designated Teacher at Eastbrook School is Neil Tobias, who liaises with the Social Workers and Virtual School to ensure looked after children are supported and to promote their educational progress.

Care leavers: DSLs liaise with the Personal Advisor of any children who are no longer looked after and become care leavers to ensure they are aware of any concerns and are supported.

Children with Special Educational Needs and Disabilities (SEND): we recognise that these children can face additional safeguarding challenges. These children therefore receive additional pastoral support.

Reporting and Recording Concerns

There are different types of abuse that children can experience. There is a responsibility to act on any concerns by reporting these to the Designated Safeguarding Leads.

- All staff should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection (See Appendix 1 for further information on types of abuse and neglect and signs and symptoms).
- If Staff members are unsure, they should always speak to the Designated Safeguarding Leads.
- Please do not assume that someone else has reported the concern.
- The Designated Safeguarding Leads will keep your concerns on record, and these may contribute to a pattern of concerns, which may lead to a greater concern.

Staff should be concerned if a child:

- Has an injury which is not typical of the bumps and scrapes normally associated with children's activities.
- Regularly has unexplained injuries or has frequent injuries even if explanations are given.
- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behavior, mental health, emotional wellbeing, performance or attitude.
- Indulges in sexual behavior which is unusually explicit or inappropriate for their age.
- Discloses an experience in which he/she may have been harmed.
- Appears neglected, where the child's basic physical, psychological and emotional needs are not met.

Safeguarding Reporting Procedure:

- Staff must report child protection concerns (where a child is suffering or at risk of significant harm) immediately to the Designated Safeguarding Leads.
- Staff must report any concerns on our digital safeguarding system at the earliest possible opportunity on the same day. This must be a clear, precise and factual account of any observations or disclosures made by the child. This includes any verbal conversations.
- External staff and visitors must fill in a confidential cause for concern form (Please see Appendix 3). This is available electronically to all staff and is also in the staff room and school office. The confidential forms must be signed and dated and given by hand to the Designated Safeguarding Leads.
- The Designated Safeguarding Leads will gather further information and will make a decision on which action to take next. The child's wishes and feelings are always taken into account.
- The Designated Safeguarding Leads will take action for children at risk of significant harm by completing a Multi-Agency Referral Form (MARF) in consultation with the Local Authority Triage and MASH team. The Designated Safeguarding Leads will always attempt to inform parents/carers if a referral is being made (unless to do so would put the child/ren at further risk of harm).
- The Designated Safeguarding Leads will take actions regarding other concerns by offering early help via a CAF assessment or support in school, such as THRIVE (therapeutic intervention).
- The Designated Safeguarding Leads will give appropriate verbal feedback to the reporting staff member and provide support where necessary.

Please see Appendix 2 – Flowchart for Raising Safeguarding Concerns

Dealing with disclosures

Children are taught about safeguarding via the curriculum, during assemblies and workshops; and information is provided to them on the Pupil Safeguarding Board. Children know that they are to talk to an adult about any concerns and must be given the opportunity to do so. They must know that they will be listened to and taken seriously.

All disclosures made by a child should be reported to the Designated Safeguarding Leads immediately. When dealing with disclosures by a child (when a child says they are being abused or provides information that suggests they are being abused), the person receiving that information **should**:

- Remain calm, accessible and receptive.
- Listen carefully without interrupting or asking leading questions.
- Communicate with the child in a way that is appropriate to their age, understanding and preference using open questions.
- Be aware of the non-verbal messages you are giving.
- Make it clear that you are taking them seriously.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that they should not feel guilty and say that you're sorry that this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result.
- Make a note of what was said and who was present, using the child/young person's actual words wherever possible.

You should NEVER:

- Ask leading questions, investigate or seek to prove or disprove possible abuse
- Make promises about confidentiality or keeping 'secrets' to children
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Investigate, suggest or probe for information
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or the persons allegedly involved

- Forget to record what you have been told
- Fail to pass this information on to the Designated Safeguarding Leads

Staff will be supported by the Designated Safeguarding Leads when dealing with a disclosure and further advice and support is available by contacting the NSPCC Helpline on 0808 800 5000 or via email

help@nspcc.org.uk

Record Keeping

All concerns are logged into a secure database protected by a password. All concerns, discussions, decisions and reasons are recorded in writing on the secure database. Individual safeguarding files are kept securely electronically, and any paper files are securely stored in a locked cabinet. These files are kept separately from other pupil files.

We comply with the Recording Standards Framework as advised by the Local Authority. For more information visit: <http://newsite.bardag-lscb.co.uk/wp-content/uploads/2016/12/LSCB-Recording-Standards-2014.pdf>

We comply with the government requirements set out in Data Protection Act 2018 and in GDPR with regard to confidentiality. The files we keep on children are open to those children's parents. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure but will be recorded. These guidelines are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

Additional information and records are maintained regarding:

- Referrals to the Designated Safeguarding Lead
- Referrals to Social Care
- Details regarding children currently open to Social Care or Early Help plans
- Meetings with parents/carers, professionals and pupils, including verbal conversations
- Written and verbal correspondence with parent/carers, professionals and pupils
- Incidences of discriminatory behaviour including bullying, racism, sexism, homophobia or any other discriminatory behaviour

At any point of transition to another school, the safeguarding and child protection records of the child will be transferred confidentially to the new school as soon as possible. This is done by special delivery and a signed letter is requested from the new school to confirm receipt of the records. If the school is in the local area, the

records are delivered by hand and a receipt with a signature and date is obtained. When a child has been transferred from another school, we request confirmation of child protection records via signed letter and ensure the records have been received.

Confidentiality & Information Sharing

- Effective sharing of information between professionals and local agencies is essential for early and effective identification, assessment and allocation of service provision.
- All safeguarding information is treated as confidential in line with the LA information sharing policy and the school's confidentiality policy, which is in line with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).
- The Data Prevention Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.
- All staff members have a professional responsibility to share information to safeguard children.
- Information is shared with staff on a **need to know** basis only.
- No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe.
- All staff must be aware that they cannot promise a child to keep secrets.
- Information is available to parents on the school website regarding safeguarding.
- The Designated Safeguarding Leads will endeavour to inform parents or carers before reporting concerns to Children's Services where appropriate.
- The Designated Safeguarding Leads are available to talk to parents and carers to discuss any concerns.
- Any complaints should be directed to the Headteacher. If the complaint is about the Headteacher, this should be directed to the Chair of Governors.

At Eastbrook School, we work in partnership with parents and carers and information will be shared with their knowledge and consent. However, our duty to safeguard children means that there will be occasions when we will have to share information without consent, particularly if to seek consent would:

- Place a child or family member at risk of harm.
- Prejudice the prevention, detection or prosecution of a serious crime.
- Lead to an unjustifiable delay in making enquiries.

All decisions regarding consent are recorded.

Information is shared following the Government guidance, as advised by the Local Authority.

For further information, please visit:

https://bdscb.org/wp-content/uploads/2019/04/Information_sharing_advice_practitioners_safeguarding_services.pdf

Whistleblowing

Whistleblowing has been defined as: 'The disclosure by an employee or professional of confidential information which relates to some danger, fraud or other illegal or unethical conduct connected with the work place, be it of the employee or his/her fellow employees'. (Public Concern at Work Guidelines 1997)

Any concerns regarding poor or unsafe practice must be raised by staff and this will be taken seriously by the Senior Leadership Team.

Eastbrook School adheres to the LBBB Whistleblowing Policy. This is available on the school website. Staff members are provided with a copy of the Whistleblowing Policy and must sign to confirm they have read and understood it.

The NSPCC Whistleblowing Advice Line is available to all staff: 0800 028 0285.

Please see School's Whistleblowing policy for further information.

Complaints

We hope that parents, carers, visitors and other professionals feel confident to raise any issues or concerns with staff members who will do their best to resolve them. However, we acknowledge there will be occasions when a person may want to make a more formal complaint. These should be directed to the Headteacher. If the concern is about the Headteacher, the complaint should be directed to the Executive Headteacher or Chair of Governors.

If it is felt that an issue cannot be raised within the school, it is open to you to raise your concern with someone outside the school such as:

- Local Authority Designated Officer (Mike Cullern)
- Police
- Department for Education

- Ofsted

Please see School's Complaints policy for further information.

Allegations against a member of staff

Despite all efforts to recruit safely, there will be occasions when allegations of abuse against children are raised. We adhere to Part Four of Keeping Children Safe in Education (2020) and LA policy and procedures when managing allegations against a member of staff (including supply staff and volunteers), and for monitoring and evaluating the effectiveness of safer recruitment. For further information visit:

<https://bdscb.org/professionals/allegations-against-professional/>

In some cases, the allegation may be against a member of staff that is not directly employed by the school, for example those employed by a recruitment or employment agency. Any allegations or concerns will be discussed with the Designated Officer in the Local Authority (LADO). It will be discussed with the agency whether to suspend or redeploy the member of staff while the investigation is being carried out. The agency would be informed of procedures in managing allegation and be included in this process.

The Designated Officer in the Local Authority (LADO) is **Mike Cullern**.

The Designated Officer is informed immediately if an allegation or concern has been made about a member of staff who 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 he or she would pose a risk of harm if they work closely with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Procedure:

- Report any allegations and concerns about a staff member (including supply staff and volunteers) to the Headteacher who will investigate as a priority.
- Headteacher will report to the LA Designated Officer.
- Report any allegations against the Head teacher to the Chair of Governors, who will inform the LA Designated Officer. If urgent action is needed, police or medical attention will be sought.
- All decisions are made in consultation with the LA Designated Officer.

- Steps are taken to fully support anyone who, in good faith, reports his or her concerns about a colleague and every effort must be made to maintain confidentiality for all parties whilst the allegation is considered.
- The accused member of staff will be treated fairly and honestly and will be kept informed as appropriate.
- Children and parents or carers are supported and kept informed.
- If the concern is regarding a member of supply staff, the agency will be informed.
- The school will make every effort to maintain confidentiality and guard against unwanted publicity in line with Education Act 2002.
- Details of non-malicious allegations will be recorded and kept in the confidential personnel file of the accused and a copy provided to the person concerned. The record is kept for a period of 10 years from the date of the allegation or until the person has reached normal pension age.
- Any staff member that has been dismissed or removed due to safeguarding concerns will be referred to the Disclosure & Barring Service (DBS). This is a legal duty and a failure to refer is a criminal offence.
- Any concerns about staff no longer working within the school should be referred to the police.

‘Keeping Children Safe in Education’ (2020) Part Four provides detailed guidance to be followed in the event of an allegation against a current staff member, please refer to this for further information.

The Use of ‘Reasonable Force’

There are circumstances where it is appropriate for staff to use reasonable force to safeguard a child. This includes a variety of actions, including guiding a child safely by the arm, breaking up a fight, or where a young person needs to be restrained to prevent violence or injury.

At Eastbrook School, de-escalation techniques are used in the first instance and physical restraint is only used where it is absolutely necessary, such as when a child is a risk to themselves or others. Parent and Carers are informed. All incidents are recorded and signed off by the Headteacher. Please see our Physical Restraint Policy, which is available on the school website.

Safe & Successful drop off and collection of children

Eastbrook School adheres to the LBBD safeguarding guidance on the safe and successful drop off and collection of children. This includes procedures for dealing with children who are late to be collected or are

not collected at the end of the school day or from authorised activity. It also applies to circumstances where staff has concern about a child travelling to and from school alone, concerns about the effective care by the person collecting the child and circumstances where the school are asked not to allow the child to leave school premises where there are safeguarding concerns.

The school also adheres to the LBBB Child Left Alone Policy in cases where it is suspected that a child has been left without appropriate supervision. If the child is felt to be at risk of harm, the police will be contacted in line with this policy.

Procedure for primary children who are collected late or not collected:

- Eastbrook School finishes at 3:10pm unless a child is on a pre-arranged after school club or activity.
- Class teachers will remain in the playground for 15 minutes before taking children who have not been collected to the office to be cared for by an appropriate adult while attempts are made to contact parents or carers.
- School staff will attempt to contact parents or carers on all numbers available. There should be a minimum of two contacts.
- If a child remains uncollected and contact cannot be made by 4:00pm, a telephone call will be made to MASH Team and a social worker will provide guidance on how to progress. If the matter requires a child protection response, a referral will be made to Children's Services. If there is still no contact by 4:30pm, a second telephone call will be made to MASH Team.
- If attempts to contact the parent/care remain unsuccessful, the social worker may arrange for the child to be taken to a place of safety, e.g. emergency foster placement.
- Children that are repeatedly collected late will be referred to the Designated Safeguarding Leads for further action.

Procedure for children who travel to and from school alone:

- All children must be accompanied to and from school by an appropriate adult (school's minimum age is 14 years).
- Children in Years 5/6 are able to travel to and from school alone with written permission from a parent/carer.
- Children will not be released to unknown adults without prior permission from parents/carers and password is given to class teacher.
- If any teacher is unsure of the adult collecting the child, they should check with the school office.
- Children must be handed over to the class teacher at 8:45am in the playground or from 8am to Breakfast Club staff in the front office.

- If a parent wishes their child to travel to and from school alone, they must make an application to the Headteacher in writing. Each case will be considered on an individual basis.
- Parents retain the right to appeal the Head teacher's decision by writing directly to the Governing Body.

Procedure for children who are collected by someone who is incapacitated:

- If a staff member believes that a parent or carer who has arrived to collect a child is incapacitated through drugs or alcohol, they must immediately call for assistance and follow school safeguarding procedures.

Procedure for children that are not allowed to leave the school premises due to a safeguarding concern:

- Occasionally we will be instructed not to release child or children to their parent or carer by the police or social services.
- Parents will be informed as soon as the school is able to do so.
- The children will be cared for in a safe environment while further instruction is taken from the police and social services.

Please refer to the Barking & Dagenham guidance 'Safe & Successful drop off and collection of children' for further information, which should be considered in line with '*Keeping Children Safe in Education, 2020*' and '*Working Together to Safeguard Children, 2018*'.

Safer Recruitment

We have a responsibility and are committed to protecting children from unsuitable people through safe recruitment practices.

- All staff recruited to the school will be subject to identity, qualification and health checks; and right to work in the UK, together with references and interview information.
- References and qualifications are verified and appropriate criminal record checks (Disclosure and Barring Service, DBS); barred list and prohibition checks are undertaken. Enhanced DBS checks are undertaken for all those in regulated activity. This includes trainee teachers and volunteers.
- The school has a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.
- Appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) Regulations 2018.

- Under the Disqualification by Association under the Childcare Act 2006 (as amended), staff must inform the Headteacher regarding any relationships and associations (including online) which may have an implication for the safeguarding of children in school.
- If a person has lived or worked outside the UK, further checks will be made as appropriate.
- The school only uses employment agencies which can demonstrate that they positively vet their staff and written confirmation of this is obtained.
- Any misconduct of temporary or supply staff will be reported to the Local Authority.
- Appropriate staff members have regular training in safer recruitment and at least one trained staff member will be involved in the recruitment process.
- All information regarding staff is recorded on one secure and confidential database known as the Single Central Record. The Designated Safeguarding Lead is responsible for the Single Central Record and it is maintained by School Business Manager, Linda Southan.
- The Single Central Record is reviewed and monitored at least termly by the Designated Safeguarding Lead, Governor for Safeguarding and Headteacher.

Our safer recruitment procedures are in line with 'Keeping Children Safe in Education' (2020) Part Three guidance.

Training

- All staff safeguarding training is monitored through the Single Central Record.
- All staff members are required to attend whole school safeguarding and child protection training every year.
- Designated/Deputy Safeguarding Leads will be required to attend advanced safeguarding training every two years and additional specific training courses as the need arises.
- Regular updates and training are provided to staff in briefings and staff insets, and information is disseminated regularly.
- All new staff members are given safeguarding training and details of procedures as part of their induction.
- The Designated Safeguarding Leads receive regular supervision on all aspects of their work.
- The Designated Safeguarding Leads are available to school staff members for support and guidance.

Monitoring and Evaluation

The safeguarding practice is regularly reviewed through a number of mechanisms in school:

- Termly report to Governors.
- Ongoing supervision processes.
- Annual Safeguarding Audit.

In addition to these ongoing measures the school undertakes an annual audit of safeguarding practice in the school (Section 11 Audit by Local Authority). Results of these audits inform forward planning and ongoing improvements in Safeguarding.

Additional Policies relating to Safeguarding

(Available from the school website or on request)

Staff Code of Conduct/ Staff Handbook

LBBD Employee Code of Conduct

Behaviour Policy

Anti-Bullying Policy

Safer Recruitment Policy

Online Safety (E-Safety) Policy

Whistle Blowing Policy

Complaints Policy

Health & Safety Policy

Positive Handling Policy

Educational Visits Policy

First Aid Policy

Intimate Care Policy

Appendix 1:

Indicators of Child Abuse and Neglect (information from NSPCC)

Signs and Symptoms of Child Abuse and Neglect	
Physical Abuse	Emotional Abuse
<p>The child may have:</p> <p>Bruising</p> <ul style="list-style-type: none"> • commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks. • defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet. • clusters of bruises on the upper arm, outside of the thigh or on the body. • bruises with dots of blood under the skin. • a bruised scalp and swollen eyes from hair being pulled violently. • bruises in the shape of a hand or object. <p>Burns/Scalds</p> <ul style="list-style-type: none"> • can be from hot liquids, hot objects, flames, chemicals or electricity. • on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs. • a clear edge to the burn or scald. • sometimes in the shape of an implement for example, a circular cigarette burn. • multiple burns or scalds. <p>Bite Marks</p> <ul style="list-style-type: none"> • usually oval or circular in shape. • visible wounds, indentations or bruising from individual teeth. • Scarring. <p>Fractures/Broken Bones</p> <ul style="list-style-type: none"> • fractures to the ribs or the leg bones in babies. • multiple fractures or breaks at different stages of healing. <p>Other Injuries</p> <ul style="list-style-type: none"> • effects of poisoning such as vomiting, drowsiness or seizures. • respiratory problems from drowning, suffocation or poisoning 	<p>The child may:</p> <ul style="list-style-type: none"> • present as hostile and aggressive, may be prone to angry outbursts or lashing out towards others. • be more impulsive than other children, poor concentration. • be quiet or withdrawn. • have difficulty with friendships and socialising. • have only a few friends. May be perceived by other children as more likely to be aggressive or disruptive. • have low confidence and low self-esteem. • have difficulty interpreting emotions such as anger or sadness. • have more mood swings and may show inappropriate levels of affection. • feel worthless and that situations are beyond their control, leading to anxiety and feeling of helplessness. • give up easily as don't see the point in trying. • have fewer coping skills, less likely to talk to someone. • have more difficulty in completing complex tasks, particularly those involving following instructions.

Sexual Abuse	Neglect
<p>A child may:</p> <ul style="list-style-type: none"> • talk about secrets. • be distracted, distant, behave in a way that seems they have something on their mind. • have nightmares/trouble sleeping. • wet or soil themselves. • exhibit sudden inexplicable changes in behaviour, e.g. becoming aggressive or withdrawn. • exhibit poor self- image. • stop enjoying activities. • be reluctant to dress for PE/Sport. • act in a way sexually inappropriate for their age, e.g. using sexualised language, making sexual gestures, showing sexual behaviour toward others. • seem constantly sad or unhappy. • become withdrawn. • regress to a younger behavioural pattern. • say they are bad, dirty or wicked. • develop eating disorders. • self-harm. • be reluctant to go home or to certain locations. • have physical symptoms such as discomfort, bleeding, soreness, unusual discharge. • avoid being alone with people, such as family members or friends. • seem frightened of a certain person. <p>have unexplained sources of money or gifts.</p>	<p>A child may have:</p> <ul style="list-style-type: none"> • poor personal hygiene - may be smelly or dirty. • have unwashed clothes. • have inadequate clothing, e.g. not having a winter coat. • seem hungry or turn up to school without having breakfast or any lunch money. • untreated injuries, medical and dental issues repeated accidental injuries caused by lack of supervision. • constant tiredness. • no social relationships. • regular left alone, looking after younger siblings. • lack of stimulation can result in developmental delay. • difficult or challenging behaviour or craving attention. • recurring illnesses or infections. • missed medical appointments/not being given appropriate medicines. • skin sores, rashes, flea bites, scabies or ringworm. • thin or swollen tummy. • faltering weight or growth and not reaching developmental milestones (known as failure to thrive). • poor language, communication or social skills. • living in an unsuitable home environment for example dog mess being left or not having any heating. • left alone for a long time. • taking on the role of carer for other family members. • frequent lateness or non-attendance to school.



Appendix 2:

Flowchart for Raising Safeguarding Concerns

Strategic Designated Safeguarding Lead:
Kyri Mingay

Deputy Designated Safeguarding Lead:
Cherrelle Hinds-Swaby (Secondary)
Andrew Pasterfield (Primary)

Deputy Safeguarding Lead:
Neil Tobias (Secondary)
Evan Hollows (Primary)

Link Governor:
Gill Ellis

Chair of Governors:
Councillor Phil Waker

Record your concern in writing on MyConcern. Temporary staff or visitors complete a cause for concern form.

MyConcern system will notify, or hand your concern form to:
Cherrelle Hinds –Swaby (Secondary)
Andrew Pasterfield (Primary)

DSL reviews concern and makes a decision about which action to take.

Report any concerns about adults in school to the Headteacher.

Report any concerns about the Headteacher to the Chair of Governors.

Local Authority Designated Officer (LADO):
Mike Cullern
lado@lbbd.gov.uk

NSPCC Whistleblowing Helpline 0800 028 0285

Decision made to monitor the concern.

Decision made to discuss the concern with the parents or carers.

Decision made to refer the concern to social care or police as appropriate.

Monitor

Discuss

Refer

Relevant staff asked to monitor child and feedback to the Designated Safeguarding Leads within an agreed timescale.

Once discussed with parents Designated Safeguarding Lead decides to monitor, offer early help support (CAF), school support or refer to social care.

Designated Safeguarding Lead contacts MASH Team (Multi-Agency Safeguarding Hub) to consult and referral is made if appropriate using online MARF (Multi-Agency Referral Form).

Looked After Children:

Designated Teacher for LAC Primary: Andrew Pasterfield

Designated Teacher for LAC Secondary: Neil Tobias

Head of Virtual School: Janet Cassford

Record

MyConcern system is updated. Feedback is given to staff member who reported concern as appropriate.

Contact Details for LBBD MASH Team and Social Care Referrals:

020 8227 3811

childrens@lbbd.gov.uk

If Safeguarding Team is not available, anyone can make a referral.



Appendix 3:

Safeguarding Cause for Concern Form

Please complete this form and hand it to the Deputy Designated Safeguarding Lead Cherrelle Hinds-Swaby/Neil Tobias/Evan Hollows/Andrew Pasterfield (Please circle to indicate who you have handed it to)

Child Details:

Full name of pupil:

DOB:

Class:

Date:

Time:

What is the concern?

(Please continue on additional sheet and attach if necessary)

Staff details:

Full name:

Position:

Date:

Signature:

Date form received:

Action taken:

Action Taken by (Staff Name):

Date:

Signature:

Date Feedback Given:

Feedback given by:

Body Map

Please indicate on the map below, where on the body the mark or injury has been seen.

