

Newham PRUs

Tunmarsh School, New Directions PRU, RIET

Head Teacher: Kirsten MacLeod



Safeguarding and Early Help Policy

Reviewed by Liburd Henry and Laura O'Donnell
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1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. It should be considered alongside Health and Safety legislative requirements.

The school's safeguarding arrangements are inspected by Ofsted under the judgement – 'Safeguarding – Is it effective?'

Our core safeguarding principles are:

- Our responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Representatives of the school community will be involved in policy development and review
- This policy is reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- All School policies will be reviewed in accordance with agreed cycle

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive effective support, protection and justice. We will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

Policy principles:

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of transparency, openness and challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues receive appropriate support

Policy aims:

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

- To contribute to the school's safeguarding portfolio of policies

Newham PRUS understands that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

The procedures contained in this policy apply to all staff and governors. Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board and have been adopted at available from the [Newham Safeguarding Children Board](#).

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside and outside the school, and understand the procedures for reporting their concerns. The Newham PRUS will act on identified concerns and provide early help to prevent concerns from escalating.

Terminology

- **Child/Children** includes everyone under the age of 18.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that 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. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.
- **Designated Officer** – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.
- **Early Help** The Designated Safeguarding Lead/Officer will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.

2. Safeguarding Legislation and Guidance

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers;

‘To have due regard to the need to prevent people being drawn into terrorism.’

Statutory Guidance

Working Together to Safeguarding Children 2015 (updated March 2017) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB’s) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-->

Keeping Children Safe in Education (September 2016) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, ‘school’ in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools

College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18’s, but excludes 16-19 academies and free schools.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff are required read, understand and comply with Part One of this guidance and staff can find a copy in the Safeguard Software Information Management System, accessible to all Newham PRUS staff, as part of their level 1 training.

Prevent Duty Guidance – England and Wales

This guidance covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguarding children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3. Roles and Responsibilities

Key personnel

The designated safeguarding leads (DSL/DCO) for child protection are:

Safeguarding Team - New Directions and RIET

- **Irvin Walters** – Head of School New Directions PRU and RIET
- **Cecile Palmer** – Attendance and Welfare Manager
- **Deionne Dunnage** – Inclusion Lead Teacher
- **Chris Higgins** – Social Worker (**RIET**)
- **Contact: 0207 5040530**

Safeguarding Team - Tunmarsh School

- **Liburd Henry** – Head of School Tunmarsh PRU
- **Laura O Donnell** - Safeguarding Welfare and Attendance Manager
- **Roman Kutereba** – Assistant Head for Behaviour and Attendance
- **Contact: 0207 5040531**

Deputy DCL across sites: Melinda Robbins Strategic Head of schools

The nominated child protection governor is Chris Kersse

Contact details: Chris.kersse@newham.gov.uk 07800649848

The Head Teacher is **Kirsten MacLeod**

Contact details: email: Kirsten.Macleod@tunmarsh.newham.sch.uk tel: 07912787150

All staff have a responsibility for Safeguarding no matter what their role. This responsibility is outlined clearly in Part One of Keeping Children Safe in Education 2015.

The school will ensure there is a member of the senior leadership team in the DSL/DCO role and that appropriate cover is provided if they are unavailable. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

DSL/DCO responsibilities:

Managing referrals

- Refer all cases of suspected abuse to the local authority children’s social care and:
- The Designated Officer for all cases which concern a staff member. (this will be with the Head teacher – who is the case manager in these cases)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Head teacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

DSL/DCO should attend appropriate training carried out every two years and:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. The following links are information that staff should be alert to:

• Domestic Violence	• Teenage Relationship Abuse
• Drugs	• Child Missing from Education
• Fabricated or induced illness	• Child Sexual Exploitation (CSE)
• Faith Abuse	• Female Genital Mutilation (FGM)
• Forced Marriage	• Preventing Radicalisation
• Gangs and Youth Violence	• Private Fostering
• Mental Health	• Trafficking
• Sexting	• LGBTQ

Raising Awareness

The designated safeguarding lead should

- Ensure the school's policies are known and used appropriately
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the schools, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure the deputy DSO(s) are appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead, the deputy will assume all of the functions above.

The Management Committee will ensure that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account NSCB procedures.
- Has a nominated member who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and made available on the website) as well as a code of conduct for staff and that both are provided for and followed by all staff.
- Has an appropriate response to children who go missing from education and informs and reports to the Local Authority when required.
- Appoints a DSL/DCO who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL/DCO should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of pupils' voice and that there are systems in place for feedback and pupils' views, including, post box, on-line access, mentoring support, open door access, Tutor time, external agency access, parent/carer meetings, student surveys, assemblies, curriculum support.
- Appoints a designated Looked After Children (LAC) teacher and ensures appropriate training;
- Ensures staff have awareness of this group and their needs including contact arrangements.
- Has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head teacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on any appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Head teacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.

The Head teacher will:

- Ensure the safeguarding and child protection policy and code of conduct are implemented and followed by all staff

- Allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL/DCO and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaise with the Designated Officer where an allegation is made against a member of staff ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4. Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all pupils with respect.
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect.
- Recognising that challenging behaviour may be an indicator of abuse.
- Setting a good example by conducting ourselves appropriately, including online.
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour.
- Avoiding behaviour or language which could be seen as favouring pupils.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when pupils present.
- Being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Applying the use of reasonable force only as a last resort and in compliance with school procedures.
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a pupil's safety and welfare to the DSL/DCO, or, if necessary directly to police or children's social care.
- Following the school's rules with regard to communication with pupils and use of social media and online networking.
- Avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with pupils.

5. Abuse of Position of Trust

- All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

6. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBTQ (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

7. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

▪ **Missing Children** [Child Missing from Education](#)

A child missing education, including within the school day, is an indicator of potential abuse and neglect (including sexual exploitation). Unauthorised absences will be monitored and followed up, in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with local Wakefield procedures. Missing Officer – details in appendix.

Child Sexual Exploitation CSE Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. This involves exploitative situations where a child, male or female, receives something from an adult as a result of engaging in sexual activity under the age of 18. a) in exchange for something, the victim needs or wants and or b) for financial advantage or increased status of the perpetrator or facilitator. This can range from seemingly ‘consensual’ relationships to serious organised crime gangs. There will be an imbalance of power to coerce, manipulate or deceive a child or young person, where the perpetrator holds power over the victim. CSE does not always involve physical contact, it can occur through the use of technology. This is a serious crime. Local CSE procedures are followed (Referral). The police team can be contacted for extra support and information. NB they do not take the place of usual reporting procedures. It is recognised that young men’s victim hood with regard to CSE often goes unrecognised and professionals may tend to focus on boys and young men’s outward behaviour, such as offending, drug or alcohol use. Boys and young men may find it harder to disclose than young women.

Female Genital Mutilation FGM Female Genital Mutilation (FGM)

This is illegal and a form of child abuse. UK communities that are at risk of FGM include, Somali, Kenyan, Ethiopian, Sierra Leonean, Sudanese, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish, and Indonesian. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff are made aware of the signs and indicators of this and of their duty to report concerns. There is a mandatory reporting duty for professionals (Health and social care professionals and teachers) to notify FGM to the police, where they discover FGM has been carried out on a girl under 18 years of age during the course of their work.

Breast Ironing

Breast Ironing is a harmful practice and is child abuse. It is a practice by which girls usually 9-15 years of age have their breasts ironed, massaged or pounded down through the use of hard or heated objects. Professionals working with girls must be able to identify the signs, which include unusual behaviour after an absence from school, may appear anxious, depressed or withdrawn, reluctance to undergo normal medical examinations, fear of changing for physical activities, some girls may ask for help, when worried about their chest area. Staff who suspect a female student has or is experiencing this must report this to the DSL or make a referral through the usual procedures to social care services.

Preventing Radicalisation

This is part of our wider safeguarding duty. We intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. Staff are made aware of the signs and indicators of this.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately and appropriately.

We work with other partners including the Channel Panel.

The DSL/DCO is appropriately trained and able to offer advice, support and information to other staff.

We ensure safe internet filters are in place and ensure our pupils are educated in online safety.

We work with the Prevent police officer in Newham – contact details in appendix.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a ‘grandparent, brother sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The school will follow requirements of reporting as set out by NSCB.

LGBTQ

Homophobic, biphobic and transphobic (HBT) bullying is the targeted abuse of an individual who identifies as lesbian, gay, bisexual, transgender or someone who is questioning their sexual orientation or gender identity (LGTBQ). Or someone who is perceived to be.

Forced Marriage

Forced marriage is child abuse under the age of 18 years. Forced marriage is where one or both spouses do not consent to marriage but they are coerced into it. Teachers and support staff have a key role to play in dealing with forced marriage. All staff will have access to training to ensure that they recognise the presenting symptoms, how to respond if there are concerns and where to turn to for advice. All staff will deal with concerns by referring to appropriate services, including social care and the Police or the forced marriage unit.

8. Helping Children to Keep Themselves Safe

Children are taught to understand relationships, promote British values and respond to and calculate risk in personal, social and health education (PSHE) lessons and through all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Pupils are taught how to conduct themselves and how to behave in a responsible manner.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

However all our pupils are aware that if they disclose that they are being harmed or that they have harmed or intend to harm another then this cannot be kept secret and information will need to be shared.

9. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL/DCO) who keeps all parties informed and is the central point of contact
- nominating separate link people to avoid any conflict of interest where a member of staff is the subject of an allegation made by a pupil
- responding sympathetically to any request from pupils or staff for support to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

10. Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints

are managed by senior staff, the Head teacher and governors. A copy of the complaints procedure is available via the school office and on the website.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

11. If you have concerns about a colleague or about safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **whistleblowing code** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. The whistle blowing code is available in the safeguarding information area of the server/desk top. A paper copy is available in the staff room.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher. Complaints about the Head teacher should be reported to the chair of the management committee, **Ruth Martin**. (Contact details in appendix)

Staff may also report their concerns directly to the Newham LADO Officer, Newham Dockside, Dockside Road, London, Tel: **020 3373 3803** or the police if they believe direct reporting is necessary to secure action

12. Allegations against staff

When an allegation is made against a member of staff set procedures must be followed. It is important to have a culture of openness and transparency. A consultation with the Designated Officer will take place if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHS (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

Allegations against staff should be reported to the Head teacher. Allegations against the Head teacher should be reported to the Chair of Management Committee. Staff may also report their concerns directly to police or Designated Officer if they believe direct reporting is necessary to secure action

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE,2016)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

13. Staff Training and Induction

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Head teacher, will be regularly trained in Safeguarding.

The DSL/DCO and all designated safeguarding staff receive training which is updated at least every two years, including training in inter-agency procedures. They are supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by NSCB and the Safeguarding Advisor.

Strategic governor safeguarding training is available for and publicised to all members of the management committee.

All training is recorded and monitored on safeguard Management Information system and staff log their training on Appraisal system called Blue-sky

New staff and governors receive an induction in safeguarding which includes the school's safeguarding and child protection policy, details for the DSL/DCO, reporting and recording arrangements, the staff code of conduct and the whistleblowing policy. **Staff sign to say they have received and understood this.**

Supply staff and other visiting staff are given the school's Visiting Staff Information containing a brief summary of the above (see Newham PRUS school visitors' policy May 2016)

14. Safer recruitment

Newham PRUS senior staff have safer recruitment training, which is updated on a regular cycle (every 2 years). Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2016) together with NSCB and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2016. Including;

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity
- Verification on mental and physical fitness
- Right to work in UK
- Professional qualifications.
- References will be sought before interview so any concerns can be explored.

At least one member of each recruitment panel has undertaken safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2015.

We obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked.

Volunteers

Volunteers, including members of the management committee undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

Contractors

We check the identity of all contractors working on site and requests checks where they work in regulated activity or are unsupervised.

Visitors

Schools do not have the power to ask for DBS checks or to see the certificate. The Head teacher uses professional judgement with regard to escorting visitors in school. All visitors are asked to wear a badge which clearly identifies them as a visitor.

15. Site security

Visitors to the school are asked to sign in and show ID. They are given a badge which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head-teacher or delegated senior member of staff (deputy head teacher) exercises professional judgement in determining whether any visitor should be escorted or supervised while on site.

16. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There are clear communication channels to ensure the DSL/DCO is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL/DCO kept appropriately informed.

If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL/DCO kept appropriately informed.

Newham PRUS contract to work with external providers, who deliver short term or longer term specific part time programmes. All Service Level Agreements stipulate safeguarding requirements such as up to date DSB checks, update to safeguarding training, and liability insurance are evidenced and recorded.

17. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use pupils name with an image
- ensure pupils are appropriately dressed
- Ensure that personal data is not shared.
- Store images appropriately, securely and for no longer than necessary.
- Only use school equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them

18. Physical intervention and use of reasonable force

All staff use team teach techniques and creative alternative strategies that are specific to the child. Restraint is only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force is used in accordance with government guidance.

19. On-line Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school's **on-line safety policy** explains how we aim to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, is treated as seriously as any other type of bullying and in the absence of a child protection concern is managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE. Parents are encouraged to consider measures to keep their children safe when using social media.

Acceptable ICT use by staff and pupils is monitored. Parents and carers are offered advice about acceptable use of ICT as part of admissions interviews and safe use of ICT is in student planners.

20. Child Protection Procedures

Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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

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

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

Sexual Offences Act

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

Bullying [Bullying including Cyberbullying](#)

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. The subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head teacher and the DSL/DCO will consider implementing child protection procedures and/or contacting the police.

There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

21. Early Help, Safeguarding and child Protection in Specific Circumstances

Attendance

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

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

Pupil Behaviour

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

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

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

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community, including any alleged victims and perpetrators. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL/DCO as soon as possible.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL/DCO/DCO to decide how to proceed.

(Further information is available on the safeguarding noticeboard in the staff room)

It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage a ‘never do nothing’ attitude if staff have a concern about a child and promote discussion with DSL/DCO if in any doubt.

It is not the responsibility of staff to investigate or decide whether a child has been abused.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- if an emergency take the action necessary to help the child, for example, call 999
- **REPORT your concern to the DSL/DCO/DCO as soon as possible and certainly by the end of the day**
- **Complete a RECORD of concern on Safeguard Software**
- do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- Seek support for yourself if you are distressed.

If you are concerned about a pupil’s welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL/DCO.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils it is best practice for staff to:

- allow pupils to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as.. Whether it happens to siblings too, or what does the pupil’s mother think about it.
- Use questions such as Tell me.....? Is there anything else?

- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as 'that happened to me'
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and hand it to the designated lead

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL/DCO will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Newham Children's Triage Services (0203 373 4600)

Records and Monitoring

Why recording is important

Our staff are encouraged to understand the importance of keeping timely, comprehensive and accurate records. Staff are encouraged to reflect on practice and to learn from reviews of practice elsewhere e.g. from serious case reviews

Cause for concerns forms

Any concerns about a child will be recorded ASAP and definitely within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. The recording must be completed on Safeguard Software. In the event of safeguard software system failing, for backup, all staff must revert to using a paper-based system and ensure that all information is recorded.

At no time will a staff take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance (see Safeguard Software)

It may be appropriate for the DSL/DCO/DCO to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

We will feedback to the staff member any actions, however this will be on a need to know basis. It is not appropriate for staff members to know every detail of a child's life.

The safeguarding file

The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

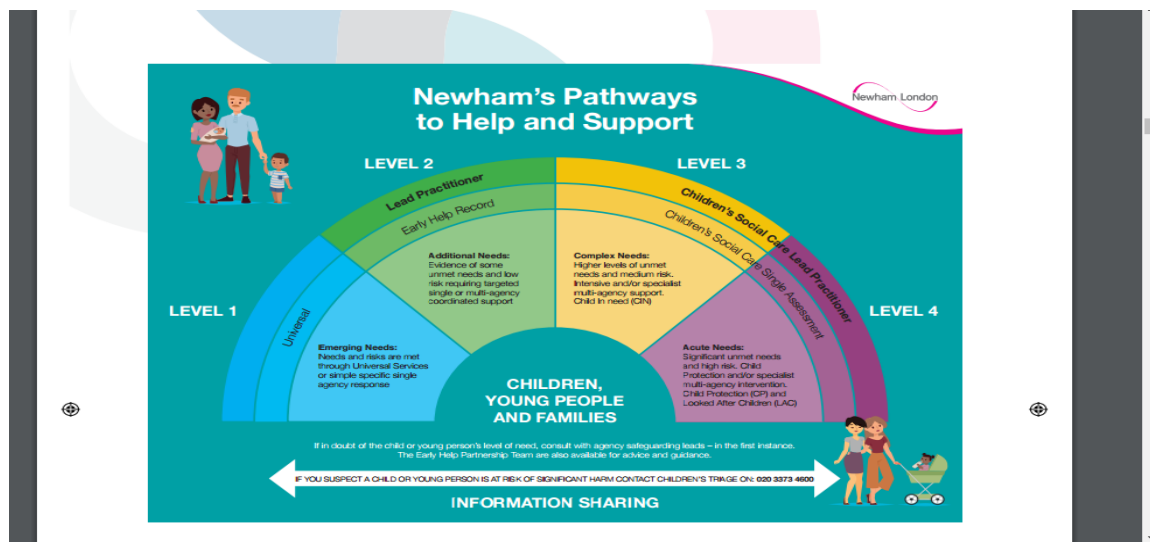
It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved or with parental health issues etc. We therefore use professional judgement when making this decision and have clear links and discussions between pastoral staff and DSL/DCO's.

This file is kept separately from the main pupil file and is held securely. It is only accessed by appropriately trained people. The main file will have a marker to signify that a separate file exists for that child.

The school keeps written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child has an individual file i.e. no family files.

All incidents/episodes are recorded, e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This helps build a picture and helps the DSL/DCO in analysis and action, which may include:

- Decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.



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

In cases where there is multi agency involvement - meetings and plans, actions and responsibilities are clarified and outcomes recorded.

Files are made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Records are kept up to date and **reviewed regularly by the DSL/DCO/DCO** to evidence and support actions taken by staff in discharging their safeguarding arrangements.

The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the file is securely sent or taken, to the DSL/DCO at the new establishment/school and a **written receipt is obtained**. There is a timely liaison between each school's DSL/DCO/DCO to ensure a smooth and safe transition for the child. We retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Referral to Children Triage Service

The DSL/DCO/DCO makes a referral to Children's Triage Service if it is believed that a pupil is suffering or is at risk of suffering significant harm. If there is already a social worker assigned to this case -for safeguarding reasons, the social worker should be contacted.

The pupil (subject to their age and understanding) and the parents are told that a referral is being made, unless to do so would increase the risk to the child.

If the situation does not appear to be improving the school will press for reconsideration and if necessary follow NSCB professional disagreement procedure.

Any member of staff can refer to other agencies **in exceptional circumstances** i.e. in an emergency or when there is a genuine concern that action has not been taken.

Confidentiality and sharing information

Staff only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of the management committee (depending on who is the subject of the concern). That person then decides who else needs to have the information. **Information is disseminated on a 'need-to-know' basis.**

We normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL/DCO is in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice is sought from Newham Children's Triage Service.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate)
- Seek advice. (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing is done in writing so that there is an evidence trail however there may be occasions where this method is too slow. In cases where agencies ring the school requesting information reception staff take a message and inform the DSL/DCO *immediately*, the DSL/DCO ensures they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they refer the request to the Head teacher.

Any personal safeguarding information shared with external agencies is done securely e.g. by secure email, password protected or recorded delivery.

22. Special Circumstances

Looked after Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and the DSL/DCO/DCO have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Supporting Pupils in school with medical conditions

Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health care Plans may need to be drawn up and multi-agency communication is essential. Staff are appropriately trained and responsibilities carried out in accordance with government guidance Sept 2014.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*. Copies are located in the Student Support Office by the Work related Learning Mentor.

Serious Case Reviews

A serious case review (SCR) takes place after a child dies or is seriously injured and abuse or neglect is thought to be involved. It looks at lessons that can help similar incidents from happening in the future. Newham Local safeguarding children board will follow statutory guidance for conducting a serious case review. The LSCB will appoint one or more reviewers to lead an SCR, they will notify the panel of independent experts and ofsted of its decision.

Related safeguarding portfolio policies:

• Staff code of conduct	• Complaints procedure
• Whistleblowing	• Tackling bullying
• Lone working	• SEN
• Physical intervention and the use of reasonable force	• Safer recruitment
• On-line Safety	• Managing allegations
• Behaviour	• Grievance and disciplinary

23 Local Contact Details

Newham Children Triage Services

Phone; 0203 373 4600

Email: childrenstraige@newham.gcsx.gov.uk

Kathy Dee - Early Help Partnership Coordinator (Schools)

Children and Young People's Services

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Head teacher: Kirsten Macleod
Date: October 2016
Nominated Governor: Chris Kersse
Date: 14 th November 2016