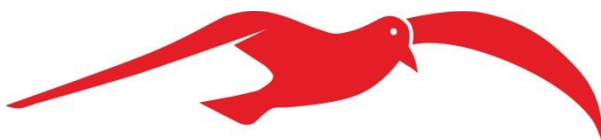


Safeguarding and Child Protection Policy

February 2019



THE JO RICHARDSON

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

'Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.'

'Keeping Children Safe in Education' (September 2018)

Key Staff – Jo Richardson Community School

Designated Safeguarding Lead Callum Brierley	Designated Staff for LAC Sharon Staggs
Deputy Designated Safeguarding Leads Gurjit Kaur Lynn O'Keefe Sharon Staggs Annette Meaney	Designated Staff for Prevent Emine Salih Governor for LAC Dave Botterill Governor for Safeguarding Dave Botterill Chair of Governors Vicki Gray

Barking and Dagenham Local Authority Contacts

Multi Agency Safeguarding Hub (MASH) MASH Team, Community Solutions Ground Floor, Roycraft House 15 Linton Road Barking IG11 8HE	Childrensservices2@lbbd.gov.uk 020 8227 3811 Out of hours: 020 8594 8356
Local Authority Designated Officer (LADO) Mike Cullern (Safeguarding Lead for Education and Delegated LADO for Education and Early Years)	020 8227 3934 lado@lbbd.gcsx.gov.uk (secure if sent from a secure email address) lado@lbbd.gov.uk LADO also available on: 020 8227 2265 or 020 8227 3088
Barking and Dagenham Safeguarding Children Board Ground Floor Central, Town Hall Barking IG11 7LU	lscb@lbbd.gov.uk 020 8227 3578
Barking and Dagenham Divisional Director for Safeguarding and Commissioning Teresa DeVito, Town Hall, 1 Town Square, Barking IG11 7LU	020 8227 5378
NSPCC Helpline	0808 800 5000

Safeguarding Team

The designated teachers to contact should you have any concerns about students at Jo Richardson Community School who you teach, observe or disclose information to you.



In absence of the whole team above please speak to any of the following



Introduction

Jo Richardson Community School recognises its legal duty under the Education Act 2002 and the 1989 Children Act and takes its responsibilities to protect and safeguard the interests of all children seriously. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation in line with the Working Together to Safeguard Children (2018) guidance and a workforce that is competent and confident in responding to child protection situations.

This policy document provides the basis for good practice within the school for child protection work. It should be read in conjunction with the Barking and Dagenham Local Safeguarding Board Guidance. This is in keeping with relevant national procedures and reflects what the Borough considers to be safe and professional practice in this context. Child Protection has to be considered within a professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and to safeguard children's wellbeing and maintain public trust in the teaching profession as outlined in the Teachers' Standards 2012.

This policy aims to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all adults, including volunteers, working with or on behalf of the school to ensure that statutory and other duties are met. The policy is written with due regard to statutory guidelines and other published guidance relating to the schools' responsibility. Documents that are key to this policy include:

1. Keeping Children Safe in Education (2018);
2. Working Together to Safeguard Children (2018);
3. The London Child Protection Procedures and Barking and Dagenham Local Safeguarding Board requirements.
4. What to do if you are worried a Child is Being Abused - Advice for Practitioners (2016)

All documents relating to Safeguarding are available on the following web pages for the Barking and Dagenham Local Safeguarding Board www.bardag-lscb.co.uk

Underpinning values

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Responsibilities

Designated Safeguarding Lead (DSL)

Is responsible for ensuring they or a Deputy DSL will be available during school hours for consultation to discuss any safeguarding concerns.

Have the knowledge and skills required to carry out the role

- is appropriately trained with updates every two years and will refresh their knowledge and skills (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals but at least annually
- obtains access to resources and attend any relevant or refresher training courses
- undertakes Prevent awareness training
- understands the locally agreed processes for providing early help and intervention and will support members of staff to access Early Help intervention when appropriate
- has a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and is able to attend and contribute to these effectively when required to do so
- is alert to the specific needs of children in need, those with special educational needs and young carers

Manage referrals

- adheres to the London Safeguarding Children Board and national guidelines, London Child Protection Procedures, LSCB and JRCS procedures with regard to referring a child if there are concerns about possible abuse
- refers cases of suspected abuse to the local authority children's social care as required
- supports staff who make referrals to local authority children's social care
- refers cases to the Channel programme where there is a radicalisation concern as required
- supports staff who make referrals to the Channel programme
- refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required in consultation with the Headteacher
- refers cases where a crime may have been committed to the police as required in consultation with the Headteacher
- ensures that any student currently with a child protection plan who is absent from the school without explanation for more than one day is referred to their keyworker's social care team

Work with others

- liaises with the Head to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- as required, liaises with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaises with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- ensures that either they, or another staff member, attend case conferences, core groups or other multi-agency planning meetings, contributes to assessments, and provides a report where required

Training

- organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff
- keeps a record of attendance at this training and addresses any absences
- ensures all staff are provided with copies of Part 1 of Keeping Children Safe in Education 2018, the school Child Protection and Safeguarding policy and the Staff Code of Conduct ensures they sign to say they have read them.
- ensures each member of staff understands the school's child protection procedures
- understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation

Raise awareness

- acts as a source of support, advice and expertise for school staff on child protection and safeguarding matters.
- encourages 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
- ensures the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- ensures that the name of the DSL and Deputy DSLs are clearly advertised in the school
- ensures the 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 in this

Record keeping

- keeps detailed, accurate records, either written or electronically, of all concerns about a child even if there is no need to make an immediate referral
- ensures that all such records are kept confidentially, stored securely and are separate from student records, until the child's 25th birthday
- ensures that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and that confirmation of receipt is obtained
- ensures that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file, and ensures the copy is then shredded
- ensures that an indication of further record keeping is marked on the student records

The Governing Body

Is responsible for ensuring 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.

The Governing Body must ensure that:

- Sufficient resources are made available to enable the necessary tasks to be carried out properly under Barking and Dagenham Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training.
- All Governors to have an understanding of safeguarding issues and that policies and procedures are in place in school to safeguard and promote the welfare of all students in the school.
- JRCS contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' (2018) and 'Keeping Children Safe in Education' (2018).
- A co-ordinated offer to Early Help is provided to children with additional needs.
- JRCS works closely with the LSCB.
- There is a designated Governor for safeguarding.
- There is a designated Governor and member of staff for Looked After Children.
- There is an effective safeguarding policy in place.
- A member of staff is appointed as Designated Safeguarding Lead.
- If there is a risk of immediate serious harm to a child, a referral is made to Children's Services immediately.
- Child protection and safeguarding training should be provided to all staff which is updated regularly. In addition, all staff should receive regular updates, as required, but at least annually.
- Opportunities to teach safeguarding must be considered and included within the curriculum.
- That suspected cases of FGM are reported to the police.
- Procedures are in place to investigate allegations against staff members.
- 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.
- That procedures are in place to deal with allegations against other children.
- Building students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the students understand what is meant by safeguarding and how they can be safe.

A termly report is submitted to the Governors which outlines the Safeguarding and Child Protection work we have undertaken. Names of children will not be shared. Details of training undertaken by the DSL and Deputy DSLs and provided to staff will be reported. The number of referrals made internally and those which have gone on to external referrals will also be reported.

All staff

Are responsible for

- Safeguarding and promoting the welfare of children.
- School staff (including volunteers) will have regular contact with children and are particularly important in identifying concerns early and providing help, to prevent concerns escalating and to provide immediate support to those at risk of significant harm.
- All members of staff working within the school will be required to read 'Keeping Children Safe in Education' Part 1 (2018) and the JRCS Safeguarding and Child Protection Policy and sign a declaration to confirm that they received this guidance.

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 interests of the child.

- All school staff members have a responsibility to provide a safe environment in which children can learn.
- 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.

- All school staff members have a responsibility to identify children who may need extra help or who are suffering, or likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the Designated Safeguarding Lead, staff members should be aware that they may be asked to support Social Workers to take decisions about individual children following a referral.
- Staff may be required to give verbal or written feedback using the school's safeguarding and child protection report form if they have a concern about a child.
- Staff are required to be identified as part of the school structure. In order for this to happen all staff members must wear the blue staff lanyard at all times on the school site. Contractors, visitors and guests will be issued with pink lanyards and need to be accompanied.

Allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Headteacher or Chair of Governors, the following should be considered:

- has the professional behaved in a way that has harmed a child, or may have harmed a child?
- has the professional possibly committed a criminal offence against or related to a child?
- has the professional behaved towards a child or children in a way that indicates s/he is unsuitable to work with children?

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher, not the Designated Safeguarding Lead (if the allegation is against the Headteacher then it should be dealt with by the Chair of Governors). The Headteacher/Chair should contact the Local Authority Designated Officer (LADO) within one day of allegation being reported to discuss the allegation. This initial conversation will establish the validity of any allegation and if a referral is needed to the Assessment Team. If this is the case, a strategy meeting will be called that the Headteacher/Chair should attend.

The decision of the strategy meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the School's HR Adviser

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

Further details are available in Keeping Children Safe In Education (September 2018), pages 51-62.

Safer recruitment, supervision and training for staff

All members of the Safeguarding Team have undertaken the two-day NSPCC Designated Safeguarding Lead or similar course and two-yearly updates in line with statutory guidance. Level Two and Level Three courses are also available for the Team through the Barking and Dagenham Safeguarding Children's Board training programme.

All staff undertake the Hays online safeguarding course annually and receive regular updates via bulletins and whole staff meetings and emails as per government guidance. Training on legal responsibilities and school procedures is regularly updated. Staff are aware of the Designated Safeguarding Lead and Safeguarding Team for advice and clarification of duties and guidance.

When recruiting new members of staff, the school follows the guidance given in the Keeping Children Safe in Education and the Local Safeguarding Board Guidance. The school ensures that DBS checks are undertaken in line with our Safer Recruitment policy and that references are taken up and obtained

and that qualifications are verified. All Governors are also DBS checked on appointment. Staff will be requested annually to self-declare, informing the school immediately if their circumstances change. Castle Green staff will self-declare if they are Disqualified under the Childcare Act 2006.

In accordance with guidelines introduced in January 2010, at least one member of every interviewing panel will have completed and passed the accredited Safer Recruitment in Education training. Two generic safeguarding questions will be asked of every candidate, both teaching and non-teaching, at interview. All applicants must complete an application form online; applicants' CVs and any "open" references will not be accepted by the school. The JRCS application form incorporates strict safeguarding procedures and practice and our safeguarding requirements are expressed in both advertisements and on job descriptions/person specifications. In addition, we have devised a safeguarding form for completion by trained admin staff in respect of every shortlisted application to ensure that any anomalies or concerns arising from their application form are addressed at interview.

All newly appointed staff are required to complete the Hays online Safeguarding training before commencing employment and will have initial training in Child Protection as part of their induction programme. They should be aware of the Barking and Dagenham Safeguarding Board procedures as part of that induction programme and are given a copy of the school's Child Protection and Safeguarding Policy and Code of Conduct. The initial child protection training given to each new member JRCS staff should be updated every three years and recorded.

All staff must read the Keeping Children Safeg in Education part 1 extract and sign the declaration to say they have read the document prior to starting work at JRCS and will read all updates. Staff are made aware of the Safeguarding Team for any clarification required with this document.

Supporting Students

See Appendix 1 for details on specific safeguarding issues and reporting concerns.

JRCS will support all students by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment within the school
- liaising and working together with all other support services and those agencies involved in the safeguarding of children
- discussing students at the Student Support Panel (SSP) and keeping a student profile to monitor a student more closely if reason to do so
- provide early internal support using the school's inclusion procedures
- complete CAFs and carry out TAFs as required
- notifying Children and Family Services as soon as there is a significant concern
 - providing continuing support to a student who leaves the school and about whom there have been concerns by ensuring that appropriate information is forwarded under confidential cover to the student's new place of education

Students on the CP Register or with safeguarding concerns

The number of students on a child protection plan varies. There are also other students about whom we have child protection concerns who are not on a child protection plan. We support students in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their wellbeing
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities

- informing appropriate staff that they are on a CP list without breaching confidentiality so he/she can work as a point of contact with agencies and the Designated Safeguarding Lead

Looked After Children (LAC) & those privately fostered

The Designated Staff for LAC is responsible for Looked After Children

We keep a list of students who are looked after by the local authority. In the light of the research that shows that these students fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the student's personal education plan (PEP)
- be their person (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly
- offering in-school support such as anger management, assertiveness or social skills training, as appropriate
- targeting pupil premium specifically to support children in care
- attending any liaison or review meetings held on their behalf, and keeping in touch with Social Workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residential organised by the school, as and when appropriate.

In addition, we also keep a record of those students who are looked after by someone other than a parent, adopted, privately fostered or on special guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

A privately fostered child is a child under the age of 16 (under 18, if disabled) who is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

The school or college will notify the local authority of any privately fostered children to allow the local authority to check the arrangement is suitable and safe for the child.

Young carers

It is the responsibility of the Designated Staff for LAC to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these students appropriate to their individual situation. This package would contain elements of the support offered to students looked after by the local authority. See link for statutory guidance followed: [Designated Staff for LAC guidance](#).

SEND students

JRCS recognises that, statistically, children with emotional and behavioural difficulties and/or special educational needs and disabilities are most vulnerable to abuse. SEND children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their carer may mean they have no-one to tell. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Children Missing Education (CME)

A Child Missing Education (CME) is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (eg, privately or in alternative provision) and who has been out of any educational provision for a substantial period of time

(usually four weeks or more)." This definition also includes children who are receiving an education, but one that is not suitable to their needs, ie, age, ability, aptitude, SEND.

Children in the court system and those with family members in prison

Children who are required to give evidence in criminal court will be given advice and guidance for the "Going to Court and Being a Witness" government guidance for 5-11- or 12-17-year olds. Parents will be supported through the advice on "child's arrangements" supplied by the Ministry of Justice.

Children whose parents are sent to prison (200,000 each year) are at risk of poor academic outcomes, poverty, stigma, isolation and poor mental health. The DSL for these students would work with Early Help, MASH and NICCO to support the child, staff and mitigate the negative consequences for these children.

Homeless students

The school will liaise with Housing Advice Service and children's social care to support any families and children at risk of becoming or who are suddenly made homeless. The contact details for this homeless service are:

Housing Advice Service
John Smith House,
Bevan Avenue,
Barking
IG11 9LL

Tel: 020 8724 8323

Email: housingadvice@lbbd.gov.uk

The school will also utilise the government guidance for any 16-17-year olds who are living independently.

Thresholds for Child Protection

There are three thresholds for and three types of referral that need to be considered by the Safeguarding Team:

- 1) Is this a child with additional needs where their health, development or achievement may be adversely affected? Guidance states that trained practitioners should complete a Common Assessment Framework (CAF) when:
 - Age appropriate progress is not being made and the causes are unclear, or
 - The support of more than one agency is needed to meet the child or young person's needs

- 2) Is this child in need? Section 17 of the Children Act 1989 says:
 - they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority
 - their health or development is likely to be impaired, or further impaired without the provision of such services
 - they are disabled

- 3) Is this a child protection matter? Section 47 of the Children Act 1989 says:
 - children at risk or who are suffering significant harm
 - children suffering the effects of significant harm
 - children with serious health problems

If this is a **child in need**, the member of staff on CP on-call will discuss with the team and parents. The member of staff on CP on-call will obtain parents' consent for referral to Barking and Dagenham Assessment Team (see below) or any other agency.

If this is a **child protection matter**, this should be discussed with designated staff and will need to be referred to Barking and Dagenham Assessment Team by the school as soon as possible. It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, eg, medical condition, communication difficulties or disability, that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care, also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Links with other policies

1. This policy document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.
2. Key documents are:
 - Barking and Dagenham Safeguarding Children Board procedures
 - Barking and Dagenham Children's Board Training Programme Booklet updated annually
 - Keeping Children Safe in Education (September 2018)
 - A Competency Framework for Governance (2017)
 - Working Together to Safeguard Children (2018)
 - London Child Protection Procedures (2017)
 - What to do if you're worried a child is being abused (2015)
 - Information Sharing (2015)
 - Data Protection Act (2018)
 - Children Act (1989 & 2004)
 - Prevent Duty Guidance (2015)
 - Education Act (2002)
 - Every Child Matters (2003)
 - Anti-bullying policies
 - School Behaviour and Attendance Policies
 - Cyberbullying in an Education Setting; Guidance for Staff. HR document
 - Whistleblowing Policy
 - Safer Recruitment Policy
 - Use of Reasonable Force Policy
 - Health and Safety Policy
 - Trips Policy
 - Code of Conduct
 - Staff transporting students in their own cars on school business (Appendix 2)
 - E-safety and ICT policy

Guidance for staff at JRCS

If staff have concerns about any child, they should make them known to the school's Designated Safeguarding Lead (DSL) and Deputy DSLs. The process for referrals is outlined later in this policy. Staff are trained that 'A worry or concern is a referral'.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Keeping Children Safe in Education (2018) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg, via the internet). They may be abused by an adult or adults or by another child or children.

These are the four areas of 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.

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction;
- 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;
- Seeing or hearing the ill treatment of another;
- 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, though it may occur alone.

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);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving high levels of violence, whether or not the child is aware of what is happening. It may include:

- Involving children in prostitution;
- Physical contact, including penetrative (eg, rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
- Non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways;

- Grooming a child in preparation of abuse (including via the internet).

Remember sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

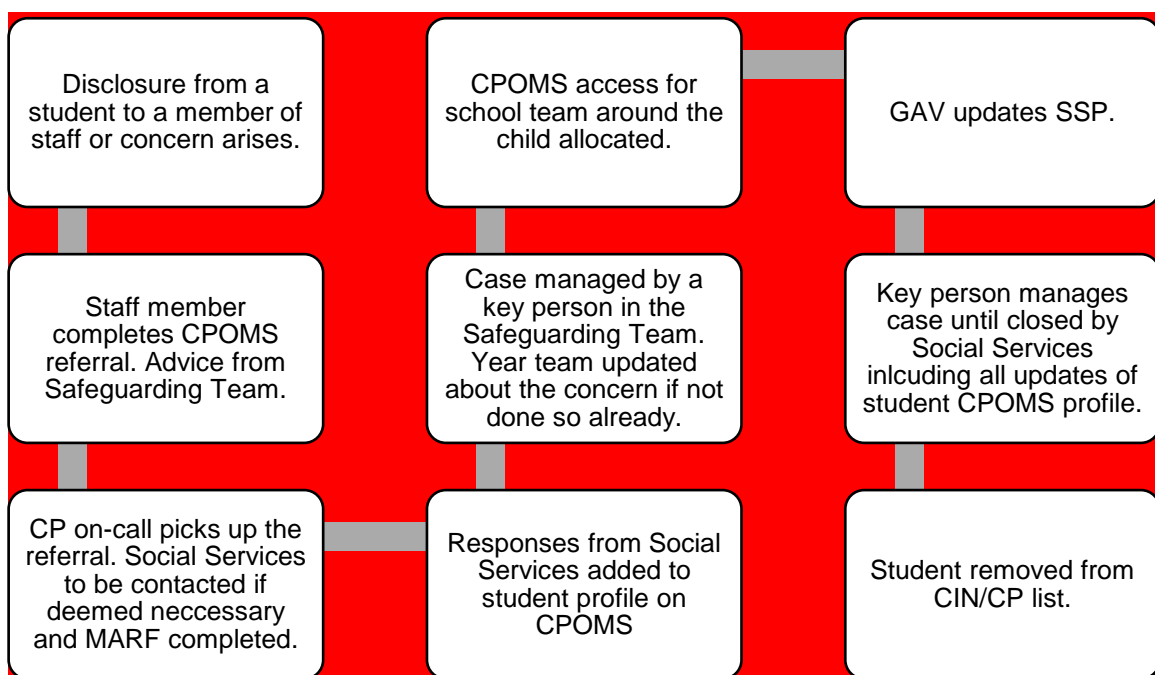
Staff should always consider the context within which safeguarding incidents and behaviours occur. This is called **Contextual Safeguarding** and means that the assessment of children should consider whether wider environmental factors are present in a child's life that are likely to threaten their safety and welfare that include child, parents/home, peers, school,

Making referrals

Any member of staff who has a safeguarding or CP concern should refer the matter directly and immediately to the Safeguarding Team. A written record of any safeguarding concerns or disclosures should be made using CPOMS and the referral process below should be followed. If for any reason CPOMS can't be used, a paper referral is to be handed to a member of the Safeguarding Team. Where a child is registered at school, the member of staff on CP on-call or a member of the Safeguarding Team will initiate any referral.

IN AN EMERGENCY find the CP on-call member of staff as soon as possible. An emergency means the child is in immediate danger

Castle Green and site staff can refer concerns using a paper referral available from the Castle Green Manager's and Bouygues Manager's office. The referral should be taken to the member of the Safeguarding Team who is CP on-call immediately it is possible to do so.



The Designated Safeguarding Lead or Deputies will make the decision if a referral is needed to the Barking and Dagenham Assessment Team based on digital referral form and other known evidence.

For referral to the Barking and Dagenham Assessment Team, contact 020 8227 3811 or 020 8594 8356 (out of hours) and speak to a referrals officer. This will need to be followed up with written confirmation using a Multi-Agency Referral Form (MARF) which must be faxed or emailed through using a secure email or password protected document. MARF forms are kept in the CP file on the shared administration drive (S). Alternatively you would use the new online MARF which can be found [here](#).

Any member of staff can contact and refer to Social Services in an emergency and when a member of the Safeguarding Team is not available using the above contacts. It is advised staff seek the support of a member of the Senior Leadership Team in such circumstances.

JRCS will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the Safeguarding Team member of staff on call will contact the parent in the event of a concern, suspicion or disclosure. However, if JRCS believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Where there are concerns about forced marriage or honour-based violence, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

If a member of staff making a safeguarding referral is not satisfied the situation has been dealt with appropriately, they should speak to a senior member of the Safeguarding Team in the first instance and, if still unsatisfied, the Headteacher should be contacted.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding and child protection. This is a complex area and involves consideration of a number of pieces of legislation. You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including Social Service departments, must always have regard to both common and statute law.

“Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a Deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.”
Keeping Children Safe in Education (2018)

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989, statutory agencies have a duty to co-operate. Therefore, if the police or Social Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought from the Borough Legal Services Department if in doubt. All personal information to external agencies should be sent using a secure email link, ie, Egress or a Word protected document with the password in a separate email.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said

- make the referral immediately if it is a child protection issue

You should NEVER:

- take photographs or examine an injury
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the persons allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be typed onto CPOMS referral form as soon as possible.

The member of the Safeguarding Team on duty will:

- Assess any urgent medical needs of the child;
- Carry out an assessment of risk for the child;
- Consider whether the child has suffered, or is likely to suffer significant harm;
- Check whether the child is currently subject to a Child Protection or Child in Need Plan or has been previously subject to a Plan;
- Confirm whether any previous concerns have been raised by staff;
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm;
- Seek advice if unsure that a child protection referral should be made;
- Decide whether or not to make a referral to Barking and Dagenham's Triage Service. Guidance on how we make these requests to the Triage Service for either support or protection can be accessed at www.bardag-lscb.co.uk;
- If a referral is not considered appropriate at that stage, the Designated Person will make full written records of the information that they have received detailing the reasons for their judgement that the matter was not referred to the local authority.

At JRCS, all records are kept in a locked filing cabinet in the Inclusion Manager's office, electronically in a secured limited access part of the shared area and on CPOMS. The JRCS Safeguarding Team and the Headteacher have access when needed.

Protecting yourself against allegations of abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open;

- make sure that other adults visit the room occasionally;
- avoid working in isolation with children unless thought has been given to safeguards;
- Staff must not give out personal mobile phone numbers or private e-mail addresses (even when on school visits);
- Staff must not give students lifts home in their own car (See Appendix 3);
- Staff must not arrange to meet students outside of school hours;
- Staff must not chat to students on social websites.

Under the Sexual Offences Act 2003, it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent.

Any use of restraint, ie, positive handling against students will be carried out and documented in accordance with the Use of Reasonable Force Policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

E-Safety

The growth of different electronic media in everyday life and an ever-developing variety of devices including PCs, laptops, mobile phones, webcams, etc, place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and, in some cases, arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this school.

Students can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

Protection is prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information
- Students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Safeguarding Team should be informed immediately)
- Students should not give out their personal details, phone numbers, school, home address, computer passwords, etc
- Students should adhere to the school policy on mobile phones

The police may be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Staff are reminded that they should not have contact with students via social networking sites such as Facebook or Twitter. If students send a friendship request, then this should be passed on to the member of staff's line manager and the Safeguarding Team.

Staff should also read the school's E-Safety and ICT Policy.

APPENDIX 1

Specific Safeguarding Issues

Staff should be aware that there are a number of safeguarding issues which put children in danger. Keeping Children Safe in Education have identified some of these and they are listed below. Further detail can also be found in the Keeping Children Safe in Education document.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Broad government guidance on the issues listed below is available from GOV.UK and other government websites.

Children Missing Education (CME)

[Link: children missing education](#)

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Further details can be found in the Keeping Children Safe in Education document.

JRCS procedure for absent pupils:

- If a child is absent from school with no notice from parent/carer - parent/carer called;
- If parent/carer is unaware of absence, they are advised to contact child and involve police if felt necessary;
- If child arrives at school but leaves the building during the school day, an initial call to parents is made. If parents cannot be contacted the police should be notified;
- Students missing from lessons. Building checked by staff. Parent/carer to be notified immediately if student is not found within 20 minutes;
- Students in the care of the local authority - all incidents of truancy should be passed to the Social Worker assigned by phone initially followed immediately by an email.

JRCS procedure for removing students from school roll:

- At JRCS thorough checks are made to avoid a student slipping through the net. We work in line with the authority's guidelines and with LBBD officer responsible for CME;
- Notification of a student moving is followed up immediately to obtain a forwarding address. Parents are requested to supply a letter with the student's last expected day of school. All information is added to the borough's PAM form;
- If a student is transferring in borough they will remain on roll until they physically attend another school;
- If a student is moving to another borough/area, a home visit will be carried out to confirm that the family have left their property. The JRCS Attendance Manager will then contact the destination education authority with the student's new address. All information is recorded on the PAM. If after three weeks no request for information (CTF file) has been received, the Attendance Manager will contact the destination authority again to chase new placement allocation;
- If a student is emigrating or suddenly leaving the country, the destination address/country is required if possible. A home visit carried out to establish that the family have left. The Attendance Manager will notify the LBBD officer responsible for CME who will instruct when to remove from roll once all LBBD checks have been done.

Children missing from home or care

[Link: child missing from home or care](#)

In 2013, the Association of Chief Police Officers (ACPO) set out a new definition for a missing person (including children).

Missing - "Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime, or at risk of harm to themselves, or another."

When children go missing from home or care, their parents, carers, foster carers, guardians, or the manager of their children's home must report it to their local police force. The decision when to report a child missing is based on factors such as:

- the child has not returned home by a certain time;
- information that suggests the child has gone missing;
- being unable to locate, or contact the child;
- the age of the child, or level of vulnerability.

The local authority and schools, including academies, must work closely with the police and, whilst the child is missing, provide any information and support that can assist with locating the child. JRCS staff will always guide parents/carers to report missing children to police and, if appropriate, we may report to the School's Police Officer.

Child Sexual Exploitation (CSE)

[Link: child sexual exploitation \(CSE\)](#)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional wellbeing;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

At JRCS the normal CP/Safeguarding reporting procedures outlined in the policy should be followed if a member of staff suspects a child is at risk of or a victim of CSE.

Domestic abuse

[Link: domestic violence](#)

The cross-government definition of domestic violence and abuse is 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. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

LBBB has a number of support agencies to which victims and children of victims can be reported.

At JRCS any student who discloses they are victim of domestic violence or has witnessed domestic violence should be reported using the CP/safeguarding referral procedure.

Female Genital Mutilation (FGM)

[Link: Female Genital Mutilation \(FGM\)](#)

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

From October 2015, mandatory reporting came into effect that where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

At JRCS the normal CP/Safeguarding reporting procedures outlined in the policy should be followed unless a member of the Safeguarding Team is unavailable, in which case direct contact with police should be made as stated in the Keeping Children Safe in Education document.

Forced marriage

[Link: Forced Marriage](#)

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. At JRCS suspicion of a forced marriage should be reported to the Safeguarding Team.

Gangs and youth violence

[Link: Gangs and Youth Violence](#)

The school works closely with its partners to identify gang members and refer onto the programmes available locally to reduce risk. School-based intervention from the Inclusion Team will be used if no appropriate external support is available. Violence of all forms is dealt with using the school's Behaviour Policy and, in serious cases, referred on to the police and other partner agencies if this is appropriate. Staff can report issues to the Safeguarding Team.

Mental health

[Link: Mental Health](#)

Mental health problems in childhood and adolescence can have tragic circumstances, including suicide, substance misuse, inability to live independently, on-going mental health issues, involvement in the criminal justice system, failure to complete school and other health problems.

Children from the poorest fifth of areas in England (including Barking and Dagenham) are three times more likely to suffer from mental health problems than those in the most affluent fifth of boroughs. Looked After Children (LAC) and children with learning disabilities (LD) are more likely to suffer mental health problems than other children. Nationally it is estimated that around 68% of Looked After Children in residential care have mental health problems. However, for those in stable placements, reported mental health is similar to health in the general child population.

At JRCS students displaying behaviours which may be considered mental health issues will be offered a number of services, both in school using the Inclusion Team and in-school counselling service, and out of school services via out of school referrals to LBBB services. Parents will always be informed of our concerns and advised to seek external support as soon as possible. The support parents can access may be timelier in some circumstances and therefore parents will be encouraged to make these referrals.

Preventing radicalisation

[Link: Prevent](#)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in this definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

From 1st July 2015 schools are under a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. (Further details can be found in the ‘Keeping Children Safe in Education’ document).

At JRCS the normal CP/safeguarding reporting procedures outlined in the policy should be followed. The Safeguarding Team will decide on the best course of action including referral to the police and the Channel Programme.

Sexting

[Link: Child Internet Safety](#)

There is no clear definition of ‘sexting’; instead the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance talks about ‘youth produced sexual imagery’. This advice that the school has adopted covers:

- responding to disclosures;
- handling devices and imagery;
- risk assessing situations;
- involving other agencies, including escalation to the police and children’s social care;
- recording incidents;
- involving parents;
- preventative education.

When an incident involving youth produced sexual imagery comes to the school’s attention:

- The incident will be referred to the Safeguarding Team as soon as possible;
- The Safeguarding Team member on duty will hold an initial review meeting with appropriate school staff;
- There may be subsequent interviews with the young people involved (if appropriate);
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children’s social care and/or the police immediately.

After clear risk assessments by the DSL, the school may decide to respond to the incident without involving the police or children’s social care but can choose to escalate the incident at any time if further information/concerns come to light. The decision to respond to the incident without involving the police or children’s social care would be made in cases when the DSL is confident that they have enough information to assess the risks to students involved and the risks can be managed within the school’s pastoral support and disciplinary framework and, if appropriate, local network of support. The decision will be made by the DSL with input from the Headteacher and input from other members of staff, if appropriate. The decision will be recorded in line with school policy. The decision will be in line with the school’s child protection procedures and will be based on consideration of the best interests of the young people involved. This would consider proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

Peer on peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is likely to include, but may not be limited to, concerns already outlined in this policy, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. All such concerns should be reported using the CP/safeguarding referral system outlined in this policy. Where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' the cause for concern will be referred to local agencies. All other levels of concern will be dealt with using the school's behaviour and discipline policy. In the event of peer on peer abuse disclosure, all students involved, whether perpetrator or victim, will be treated as being at risk.

Please follow the links below for the latest information:

[Bullying including cyberbullying](#)

[Drugs](#)

[Fabricated or induced illness](#)

[Faith abuse](#)

[Gender-based violence/violence against women and girls \(VAWG\)](#)

[Hate](#)

[Missing children and adults](#)

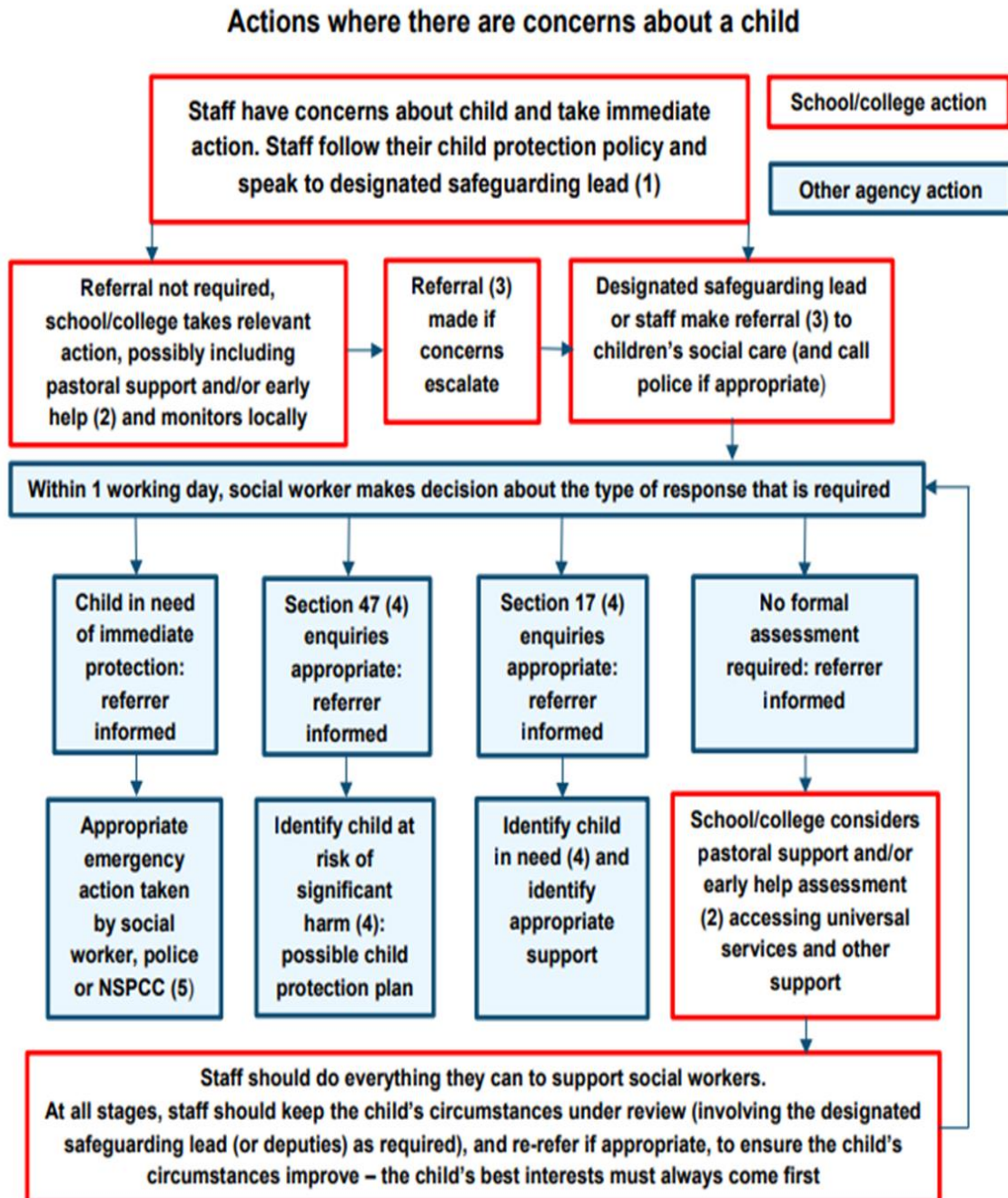
[Private fostering](#)

[Relationship abuse](#)

[Trafficking](#)

APPENDIX 2

Actions flow chart for a concern about a child



APPENDIX 3

Staff transporting students in their own cars on school business

Rationale

The school recognises that in extreme circumstances it is necessary for staff to transport students in their own cars on school business. The Headteacher recommends that this be avoided wherever possible. However, in emergencies and on returning from trips late at night it may be necessary to return a child home.

Procedures for carrying students in your car

1) The central drivers' register

To safeguard both the member of staff and the student, the following criteria will be adhered to:

- The member of staff must have:
 - Insurance that covers the transport of young people on employers' business;
 - Current MOT certificate;
 - Valid road tax; and
 - Driving licence.
- All documents must be shown to the Staff Operations Officer who will photocopy them and place on file.
- The Staff Operations Officer will ensure that a central drivers' register is maintained.
- It is the member of staff's responsibility to ensure that they show this documentation to the Staff Operations Officer.

2) Before transporting a student

Before transporting a student, the member of staff should try to contact home and get the parents or a neighbour to pick up the student. If this is not possible, then the member of staff should:

- Ensure that their details are up to date and stored on the school's central drivers' register;
- Get permission over the phone from the parent or guardian to transport the student home;
- Gain permission from the Headteacher or someone delegated by the Headteacher;
- Ensure that the child is not alone with the member of staff by taking another member of staff with them in the car.

3) In the car

When staff are transporting students, they are responsible for the student wearing a seatbelt.

4) Accidents/incidents

In the case of a road traffic accident, these must be reported by the driver to their own insurance company and passengers must be advised of the name and address of the insurance company, if wishing to make a claim. All accidents/incidents that occur during school business must be recorded on return to school. They will be recorded following normal school procedures.