



BELIEVE	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

Child Protection & Safeguarding Policy

Version 20.09

Contents

Introduction.....	0
The Aims of this policy.....	0
Procedures	1
Responsibilities.....	2
Supporting Children	2
British Values.....	3
Abuse.....	3
Recognising signs of Child Abuse	3
Signs of Abuse in Children	3
Child Sexual Exploitation	7
What is FGM?.....	9
Ritualistic Abuse	10
Radicalisation	10
Extremism.....	10
Confidentiality	12
Supporting Staff.....	12
Allegations against staff	12
Personal and Professional Conduct.....	13
Common Law Police Disclosure.....	13
Whistleblowing.....	14
Physical Intervention.....	14
Bullying/Online/Offline/Peer on Peer Abuse	14
Racist Incidents.....	14
Prevention	14
Health & Safety.....	15
Making a Referral	15
Record Keeping and Monitoring	16
School Journeys.....	16
Children who go missing from their Home Address	16
Out-Borough Children/Young People in Barking and Dagenham Schools	17
Appendix 1: Weblinks for Specific safeguarding issues.....	17
Named Staff & Policy links	18

Document Control

Date	Version	Author	Notes
01.09.2020	20.09	B Marsden	Update of policy
04.11.2019	19.09	B Marsden	Update of upskirting
21.01.2019	19.01	S Hunter	Update reference of the Chair of Governors
01.05.2018	18.05	B Marsden	Review of Policy

Introduction

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Safeguarding is defined as:

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

At Dagenham Park C of E School, the governors and staff recognise our duties under Section 175 of the Education Act 2002 to make arrangements within our establishment to safeguard and promote the welfare of our children/young people through operating safe recruitment practises and actively following our child protection policy.

As a school we can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.

All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

We recognise that all staff, including volunteers, have a full and active part to play in protecting our young people.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child/young person.

“Staff” covers all adult staff on site, including temporary, supply and ancillary staff and volunteers working with children.

Staff have been sign posted to read ‘Recognising Abuse’ document available on SharePoint in Safeguarding & Safer Working as well as Appendix 1 of this document.

The Aims of this policy

- To provide a safe, secure environment where the child/ young people are valued, respected and listened to and where they, and their families, are supported and their needs addressed;
- To support the child’s/young person’s development in ways that will foster confidence and independence;
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children/young people and of their responsibilities in identifying and reporting possible cases of abuse and of children in need;
- To provide a systematic means of monitoring children known or thought to be at risk of harm;

- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially Children’s Services and the Police;
- To ensure that all adults within our school who have access to children/young people have been checked as to their suitability.

Procedures

Our school procedures for safeguarding children will be in line with **the Pan London Child Protection Procedures** (endorsed by the London Safeguarding Children’s Board (LSCB) and **Keeping Children Safe in Education – (Statutory guidance for schools and colleges September 2020)**

We will ensure that:

- We have a designated professional (the Designated Safeguarding Lead (**DSL**) who has knowledge and skills in recognising and acting upon Child Protection concerns. They will also undertake regular inter-agency training and refresher training every two years. The DSL is Brigitte Marsden.
- We have a member of staff who will act in the designated person’s absence (the Deputy Safeguarding Lead) and undertake appropriate training. The Deputy Safeguarding Lead is Sharon Hunter.
- We have a named governor Rev Ray Descombes email: rdescombes@dagenhampark.org.uk who understands their role and has attended Governor training in Safeguarding;
- All staff receive appropriate safeguarding and child protection training at the beginning of a new academic year; where all staff are trained on how to record on Child Protection Online Monitoring System (CPOMS). Staff are responsible and non-teaching staff to develop their understanding of the signs and indicators of abuse.
- All staff will receive safeguarding and child protection updates via email, e-bulletins and staff meetings.
- The DSL has appropriate support and training, and that there is a record of all training attended.
- The school addresses Child Protection and Domestic Violence issues through the curriculum; (personal safety, self-esteem, relationships; sex and drugs education, bullying and National/Local telephone Help Lines), discriminatory views, risk taking behaviour, exploitation and actively promote the fundamental British Values;
- Planning should ensure that all children should be adequately supervised and engaged in suitable activities/productions suitable to their age (Performing Arts);
- Make information available for parents about support within the local community;
- Ensure that parents are made aware of the existence of a Safeguarding Policy, a designated experienced DSL and that the school does have a legal responsibility for referring all suspicions and allegations of child abuse to Children’s Services or the Police.
- Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks). All members of the Leadership Team have completed the Safer Recruitment Training including the Chair of Governors.
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of Local Authority Personnel and/or the Designated Officer (“**DO**”).

- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of the Safeguarding Policy, the booklet “What To Do if You’re Worried A Child is Being Abused”, and the name and contact details of the DSL will be explained as part of their induction into the school.
- We understand that our responsibility to safeguard children requires that we all appropriately share any concerns [as soon as a staff member or volunteer suspects/knows of a concern] that we may have about children. The first point of contact is DSL or other member of the Safeguarding Team (in their absence). The Designated Senior Person will inform the Headteacher of the referral. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved, then the Chair of Governors should be informed.
- If a student moves from our school, child protection records will be forwarded on to the Designated Teacher for Safeguarding at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary. We will record where and to whom the records have been passed and the date.
- If sending by post student records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- Staff are familiar with this Safeguarding Policy.

Responsibilities

The DSL is responsible for:

- Adhering to the London Child Protection Procedures and school procedures with regard to referring a child/young person if there are concerns about possible abuse or child in need;
- Keeping written records of concerns about a child/young person even if there is no need to make an immediate referral;

Supporting Children

- We recognise that a child/young person who is abused or witnesses domestic violence/abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child/young person in these circumstances may feel helpless and humiliated. We recognise that a child/young person may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children/young people who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child/young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children/young people by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- 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.
- Notifying Children’s Service as soon as there is a significant concern.

- Ensuring that a named teacher is designated for Children in Care (CIC) and that an up to date list of CIC is regularly reviewed and updated. The Virtual School for Children and Young People in care must be made aware of all CIC in the school.

British Values

Our school fully appreciates the uniqueness of each individual and we are committed to enabling and empowering our young people to grow as individuals and to become responsible citizens in the community and country in which we live.

We are fully committed to the promotion and reinforcement of the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

This commitment is evident and explicitly expressed via the formal curriculum and also implicitly via the experiences offered to students beyond the classroom.

Abuse

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

Recognising signs of Child Abuse

Categories of Abuse:

- Sexual Abuse.
- Neglect.
- Emotional Abuse (including Domestic Violence).
- Physical Abuse.

Signs of Abuse in Children

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Sexual Abuse Includes:

- Non-contact, watching pornography and or sexual activity.
- Contact penetrative/non penetrative.
- Forcing/enticing a child to take part in sexual activity.
- Encouraging.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised behaviour.
- Child hinting of secrets.
- Sexually explicit behaviour plays or conversation, inappropriate to the child's age.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sport events, PE Drama, Dance (but this may be related to cultural norms or physical difficulties).
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.

Some physical indicators associated with this form of abuse are:

- Genital bruising.
- Pain or itching of the genital area.
- Pregnancy in a younger girl where the identity of the father is concealed.
- Blood on underclothes.
- Physical symptoms such as injuries to the genital or anal area, bruising on the buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus and clothing.

Recognising Signs of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Disabled children and young people can be particularly vulnerable to neglect due to the increased level of care they may require.

Indicators:

- Failure by parents or carers to meet basic needs e.g., adequate food, clothes, warmth, hygiene, dental and medical care.
- Malnutrition.
- Lack of supervision, stimulation, social contact and education.
- Child left with adults, abandoned and or left alone for excessive periods.
- Child left with parents who are intoxicated or violent.
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Failure to grow within normal expected pattern, with accompanying weight loss.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

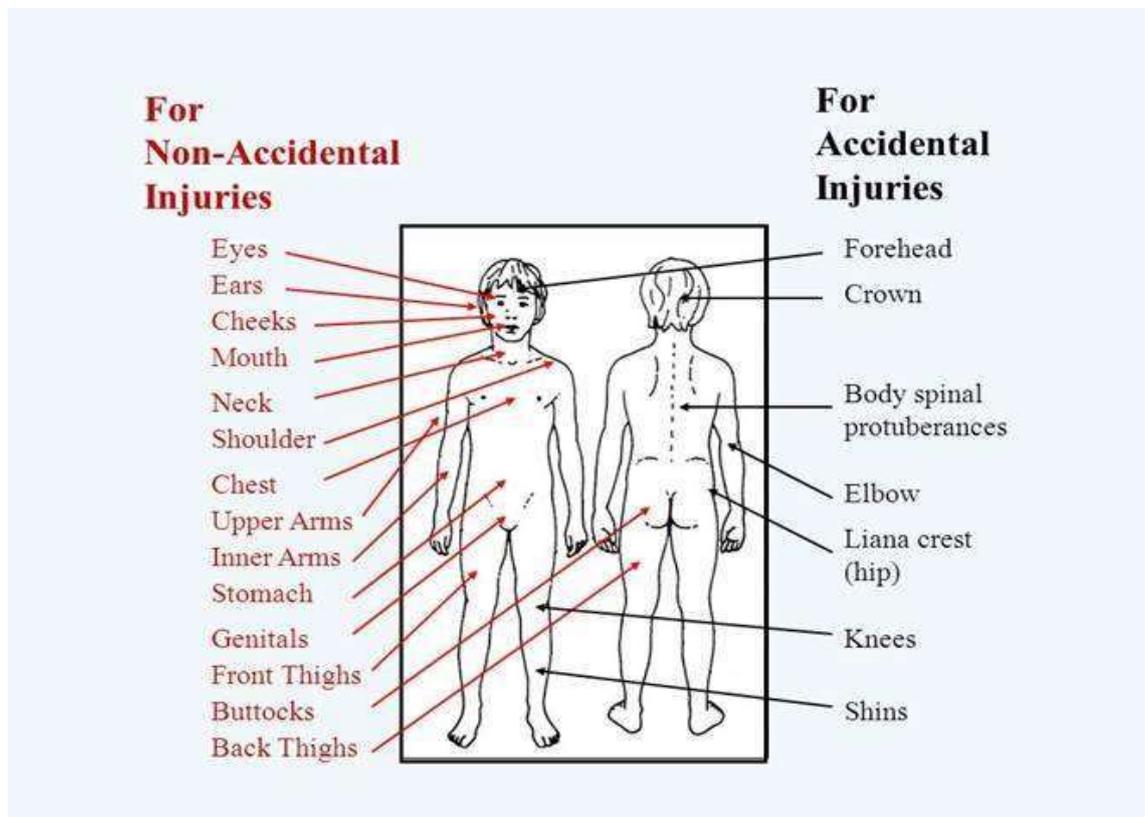
Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Unexplained delay in seeking medical attention.
- Several different explanations provided for an injury.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Family use different doctors and accident and emergency departments.
- Repeated presentation of minor injuries (which may be a “cry for help” and if ignored could lead to a more serious injury).

Possible Signs:

- Bruises.
- Grasp marks.
- Bites.
- Burns/Scalds.
- Fractures.
- Number of differing aged marks.
- Failure to seek medical attention/opposite.



Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- The outline of an object used e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.

- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water at his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Child Sexual Exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

Signs include:

- associating with other young people involved in sexual exploitation
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in their dress
- going to hotels or other unusual locations to meet friends

- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

The intelligence reporting form on the LSCB website will be used to share information with Police and children's social care that raises a concern around CSE.

In addition to making referrals to children's social care, referrals of children thought to be at risk of, or experiencing CSE will be referred to the Child Sexual Exploitation panel.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Honour Based Violence

"Honour" based violence ("HBV") is a form of domestic abuse which is perpetrated in the name of so called "honour". The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the "rules" are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include: Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

If a teacher or non-teaching staff in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher or non-teacher must report this to the police and inform the DSL. In the first instance report to the DSL and jointly contact the police.

It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer Labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit.

Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths.

This is physical abuse and people can be prosecuted even if it was their intention to help the child.

Radicalisation

Radicalisation happens when a person's thinking and behaviour become significantly different from how most of the members of their society and community view social issues and participate politically. Only small numbers of people radicalise, and they can be from a diverse range of ethnic, national, political and religious groups.

As a person radicalises, they may begin to seek to change significantly the nature of society and government. However, if someone decides that using fear, terror or violence is justified to achieve ideological, political or social change—this is violent extremism.

This is not the same as someone just expressing their point of view.

Those who radicalise and display threatening behaviour, incite hatred or promote the use of violence for their cause require some form of intervention. This may come from family, religious or community leaders, or law enforcement.

Communities play a vital role in assisting people to move away from violent extremism and intervening to stop acts of violence before they are committed

Extremism

Extremism is defined by the Government in the Prevent Strategy as:

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 our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “**typical extremist**”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- **Special Educational Need** – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Please note that it means that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Head teacher or designated senior member of staff, DSL will disclose any information about a child/young person to other members of staff in a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people.
- All staff must be aware that they cannot promise a child/young person to keep secrets.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child/young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated senior member of staff (DSL) and to seek further support as appropriate.

Allegations against staff

If an allegation is made against a member of staff pending on the allegation made against you, you may be asked to leave the premises and be placed on leave. Whilst the allegation is being investigated. During this time, you are not to contact any members of staff who work at the school. Leadership are not investigating the allegation. Once the allegation is concluded, you will either return to work or your contract will be terminated. Depending on the allegation, information may be passed on to the Disclosure and Barring Services.

Emotional Wellbeing and Mental Health

Our policy on Emotional Wellbeing and Mental Health is set out in a separate policy.

Making a Referral

An allegation against the Headteacher, this is reported to the Chair of Governors Eileen Keller, ekeller@dagenhampark.org.uk. All Governors can be contacted by letter, care of the school or The Education Arts & Libraries Department, Town Hall, Barking, Essex IG11 7L.

Making an allegation against a staff member or volunteer, in the first instance this should be reported to the Designated Safeguarding Officer, Brigitte Marsden.

All staff should be aware of the Whole School Behaviour Policy. This can be found on SharePoint.

- We understand that a child/young person may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher, on all such occasions will discuss the content of the allegation with the DO.
- If the allegation made to a member of staff concerns the Headteacher, the designated professional will immediately inform the Chair of Governors, Eileen Keller, who will consult with the DSL.
- The school will follow the LEA procedures for managing allegations against staff, a copy of which will be readily available in the school.
- Allegations against staff and volunteers must be reported to the LADO as soon as possible and within 24 hours.
- Staff have a responsibility to act professionally towards staff and children.

Personal and Professional Conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils and staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Staff need to be clear about appropriate behaviour, professional boundaries and be aware of social networking communications and adhere to School Policies.

Common Law Police Disclosure

Common Law Police Disclosure (CLPD) ensures that where there is a public protection risk, the police will pass information to the employer or regulatory body to allow them to act swiftly to put in measures to mitigate any danger.

CLPD replaces the Notifiable Occupations Scheme (NOS) and focuses on providing timely and relevant information which might indicate a public protection risk. Information is passed on at charge or arrest rather than on conviction, which may be some time after.

The new scheme provides robust safeguarding arrangements while ensuring only relevant information is passed on to employers. The scheme strikes the right balance between the interests of the individual and the importance of public protection.

Information is provided for the specific purpose of informing you of a potential risk and enabling you to make a subsequent assessment of that risk. The information should not be copied, or discussed, or shown to other people unless they are directly involved in the risk assessment resulting from the disclosure. The letter should be kept in a safe place, only retained as long as necessary for the intended purpose and should be safely destroyed when no longer required or no longer warranted. This letter should not be further disseminated without the permission of the relevant police Chief Officer or a Court Order.

Notification of an arrest or charge

Notification will generally be upon charge. Where the police Chief Officer believes there is a public protection risk the notification may be upon arrest.

Will I be provided with updates following an arrest or charge?

No. The notification of an arrest or charge is to allow action to be taken to mitigate any possible public protection risk. Once this has been done, the risk is mitigated.

The scheme strikes an appropriate balance between public protection and the rights of the individual.

The scheme is compatible with Article 8 of the Human Rights Act 1998, which requires that personal information should only be shared with employers and professional bodies where it is necessary and proportionate to a legitimate aim, such as the prevention and detection of crime.

How does this relate to the Disclosure and Barring Service (DBS)?

The scheme complements the statutory regime of disclosure by the DBS.

The DBS discloses criminality information at fixed moments in time. The CLPD scheme can respond rapidly to new information indicating possible harm to children or vulnerable adults and enables immediate action to be taken to mitigate any risk.

Whistleblowing

- We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- Policy can be found at www.lbbd.gov.uk in the search box enter whistleblowing policy and click staff in schools.

The NSPCC Whistleblowing Policy Helpline 0800 028 0285 (08:00 to 20:00) Email:

help@nspcc.org.uk

Physical Intervention

We understand that physical intervention of a nature which causes injury or distress to a child/young person may be considered under child protection or disciplinary procedures

Bullying/Online/Offline/Peer or Peer abuse

Our policy on Bullying/Online/Offline/Peer on Peer abuse is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children/young people by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children/young people feel secure and are encouraged to talk and are always listened to;
- Ensure that all children/young people know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for PDE/SEAL which equip children/young people with the skills they need to stay safe from harm and to know to whom they should turn to for help.

Health & Safety

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children/young people both within the school environment and when away from the school when undertaking school trips and visits.

Procedure for Reporting Incidences of Concern at Dagenham Park:

- A member of staff, who suspects or knows of abuse should report their concerns to the DSL as soon as possible;
- All verbal reports must be recorded in writing by the member of staff who has concerns;
- Any questions asked of a young person should only be to seek clarification. If questions are asked they should be kept to an absolute minimum, should never be leading and must never develop into a formal interview;
- Children should not be interviewed, videoed or physically examined by members of staff;
- If uncertain about what action to take, the DSL should seek advice, from any of the following agencies:

Legal Manager Attendance Team
 Child Protection Advisor Social Services
 Police Child Protection Unit

Making a Referral

- The DSL should discuss issues of concern about a young person's wellbeing with parents/carers. **Note: any discussion should not take place if it will place the young person at increased risk of significant harm or sexual abuse is suspected**
- If the DSL determines that a referral is necessary, parents/carers should be informed of this decision - **unless, as stated in bold above** – and the DSL should telephone the Children's Service, as soon as possible (Refer to LSCB Child Protection Procedures for telephone numbers and detailed guidance)
- A Multi Agency Referral Form (MARF) (or re-referral) about a child who has a current allocated social worker should be made direct to that social worker.
- When making a referral, the DSL should ask to be informed of the progress and outcomes of the referral and of their involvement in the assessment process;
- A written record of the telephone referral, and of any other professional consultations that have taken place, must be kept on the child's individual child protection record.
- The DSL must confirm the telephone referral in writing, within two working days.
- The written referral form should be completed and despatched, in a sealed envelope marked 'strictly confidential', to the referring agency): Children's Service/Police Child Protection Unit

One copy must be retained in the child's/ young person's individual child protection record;

- The Children's Service should decide on the next course of action within 24 hours of the referral being made, normally following discussion with the DSL, consideration of any existing records, and information gathered from other agencies;
- **Once a referral has been made, if there are any enquiries from parents or another source they should be told that the school has taken advice and referred the matter to the appropriate agencies in the Authority and that the enquirer will be advised accordingly.**

Record Keeping and Monitoring

- The DSL is responsible for ensuring that all information regarding actual, alleged or suspected abuse is recorded, by the reporting member of staff, as soon as practically possible after the event;
- Accurate record keeping is very important both in terms of for protecting and monitoring the child/young person and in the necessity of giving evidence for enquiries, at meetings and case conferences, or in court, at a later date;
- All records should be clearly handwritten, dated, timed, signed and the name printed in block letters;
- All original notes must be retained in the child's/young person's individual child protection record;
- When another professional has been consulted and action taken on their instructions, this should be clearly recorded;
- All recorded information must be confined to statements of fact, which may include behavioural observations and suspicions, but not contain subjective judgements or opinion;
- Child Protection records are confidential and access to them should be confined to members of staff on a need to know basis, as determined by the DSL;
- All Child Protection records should be kept physically separate from the child's/young person's education records in a safe, secure place;
- If a child/young person is changing schools the Child Protection records should be passed on in a safe and confidential manner agreed by both DSL.

School Journeys

- In planning and authorising school journeys, schools should ensure that an appropriate member of the teaching staff accompanying the children/young people is nominated as DSL for the duration of the journey;
- Headteachers/DSL must ensure that the nominated teacher is sufficiently aware of the child protection issues, procedures and contacts to enable them to fulfil the role adequately, including making a referral directly to Children's Services (relevant referral forms should be made available).
- Referrals made on day trips should be followed up in writing by the school's DSL, as soon as possible after the reported incident/disclosure.

Children who go missing from their Home Address

If, after making reasonable enquiries, there is a concern about any aspect of a school transfer:

- A marked reluctance on the part of the parents to volunteer the name of the receiving school;
- Refusal to give a forwarding address or
- If a registered child/young person has 'gone missing' and is no longer at any known address the matter should be drawn, **without delay**, to the attention of the Attendance Team.

Out-Borough Children/Young People in Barking and Dagenham Schools

Child Protection matters should be referred to the child's/young person's **home authority** but Barking and Dagenham should also be informed.

Equality Act 2010; updated June 2015

The London Child Protection Procedures, LSCB, 2010; updated March 2017

What to do if you are worried a Child is being Abused -DfES March 2015. Advice for practitioners;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/what_to_do_if_you_re_worried_a_child_is_being_abused.pdf

The Counter Terrorism and Security Act February 2015

Serious Crime Act 2015 Mandatory reporting of Female Genital Mutilation

Upskirting Legislation: <https://www.gov.uk/government/news/upskirting-know-your-rights>

Criminal Exploitation of children and vulnerable adults: County Lines guidance

https://assets.publishing.service.gov.uk/government/uploads/systems/uploads/attachment_data/file/741194/HCountry_LinesGuidanceSept2018.pdf?ga=2.196972463.286065765.1566985864-1225516177.1563437109

Appendix 1: Weblinks for Specific safeguarding issues

These links are taken from the government document entitled: [Keeping Children Safe in Education](#):

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)
- [Children Missing in Education](#)
- [Hate](#)
- [Missing Children and Adults Strategy](#)
- [Children Missing from Home or Care](#)

Named Staff

Designated Safeguarding Lead (DSL): Brigitte Marsden

Deputy Safeguarding Lead: Sharon Hunter

Chair of Governor: Keith Coffey

Safeguarding Governor: Rev R Descombes

Other policy that link with this one:

Behaviour

Teaching & Learning

Peer on Peer Abuse

Emotional Wellbeing and Mental Health

Health & Safety

Child Protection and Safeguarding

Child Protection and Safeguarding Covid 19 addendum