



New City Primary School

Safeguarding Procedures and Policy

March 2018

Policy Creation and Review

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New City Primary School Safeguarding Policy and Procedures

Underpinning Principles

Safeguarding children is the responsibility of all New City Staff. It is about protecting the children, and each other, whilst we are at New City and educating the children on how to keep themselves safe. The welfare of the child is paramount (Children Act 1989).

All members of staff are responsible for their own actions and behaviour and must avoid any conduct, which would lead any reasonable person to question their motivation and intentions. All work must be carried out in an open and transparent way. Staff must discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern. Records will be kept of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.

Staff must apply the same professional standards regardless of gender, sexuality, race or disability, in line with the equal opportunities and race equality policies and the disabilities equality scheme.

All staff must know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people. Staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between

staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

This means that adults must:

- Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- Always act, and be seen to act, in the child's best interests
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Take responsibility for their own actions and behaviour

Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff must:

- Discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- Always discuss any misunderstanding, accidents or threats with a senior manager
- Always record discussions and actions taken with their justifications

Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff must avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

This means that adults must not:-

- Use their position to gain access to information for their own advantage and/or a child's or family's detriment
- Use their power to intimidate, threaten, coerce or undermine pupils
- Use their status and standing to form or promote relationships with children which are of a sexual nature

2. Aims of our school policy:

- To raise awareness of all staff of the need to safeguard and protect our children and of their responsibilities in identifying and reporting possible cases of abuse
- To have a structured internal procedure to be followed by all staff in cases of suspected abuse
- To promote inter-agency working relationships
- To promote a systematic means of monitoring children thought to be at risk
- To support the development of the child/young person towards a positive self image, thereby fostering and increasing their security, confidence and independence
- To build work of child protection within the curriculum so that it helps children protect themselves and develop responsible attitudes to adult life and parenthood
- To ensure that there exist adequate mechanisms for offering ongoing support to staff members and children/young people involved in child protection cases

2.1 Policy objectives

Our School is most likely to have effective practice in relation to safeguarding and child protection when:

- Children feel secure, valued, encouraged to talk and listened to
- There is an ethos of mutual respect that underpins all interactions
- All adults take their responsibilities seriously, use close observation skills and notice the children in their care

- Adults provide suitable welfare and guidance and are accessible
- Staff makes the parents aware of the schools' responsibilities, policy and procedures
- Staff are trained and supported to be vigilant and to recognise the signs and symptoms of child abuse
- Procedures are known to all staff and carried out consistently including issues concerning confidentiality
- Practice is regularly reviewed and monitored
- All staff are aware of the different social and cultural patterns and practices of the school communities and are supported to consider their concerns in context
- Information is promptly passed on to relevant professionals, when needed
- Children identified as being at risk are monitored; records are maintained of pupil's progress; reports are submitted when needed
- Relevant staff attend case conferences and are well prepared
- Up to date training on Child Protection is regularly offered
- New staff, newly qualified staff and temporary staff are given an induction to the schools procedures
- Liaison with other agencies is encouraged and supported
- Teachers use the curriculum to raise pupil's awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others

3. Context

New City Primary School services a diverse multi-cultural community. As an inclusive school, we admit a range of pupils with special educational needs. In our school we have teams of multi-disciplinary staff working in each wing. We undertake a variety of different strategies to promote the positive self-esteem of pupils as well as trying to provide an environment of trust and respect.

3.0 Summary of Advice

What schools, teachers and non-teaching staff must do:

- All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- New City School has 3 Designated Safeguarding Leads - Caroline Stone, Sam Dutch and Mary Bull

- The Designated Persons have received the appropriate training from the LA
- The Designated Person has a responsibility to monitor attendance and development of any child who is on the child protection register and report concerns to the appropriate agency
- Documentation also states that schools and colleges have an important role:-
 - At the recognition stage of referral;
 - In preventing abuse through sound policies;
 - In providing a curriculum that takes into account prevention of child abuse.

4. Roles and Responsibilities

There is one key principle that guides all professional responses to child protection issues. The Children Act 1989 asserts that the welfare of the child is paramount.

Therefore all staff must:

- Be aware of their contribution to providing a safe and secure environment for all pupils and to make appropriate provision for their welfare and guidance
- Be aware of all our school policies
- Be able to access and use the Safeguard software
- All staff to have read Keeping Children Safe in Education (September 2016) and signed that they have understood the document
- Know that the Designated Person is.
- Create or contribute to the creation of a curriculum that enables children to develop self-confidence, self-esteem and the skills and understanding necessary to protect themselves and others. Please see PSHCE scheme (school website)
- The Safeguard team ensure there is a coordinated action plan around the child and family
- Ensure that all staff are aware of their responsibilities in relation to child protection and safeguarding through regular training
- Organise and deliver training on all aspects of safeguarding and child protection
- Provide up-to-date information, advice and support to all staff

- Adhere to procedures when reporting
- Attend LA training
- Be aware of and liaise with other agencies including the Early help Teams.
- Attend case conferences and, if it is impossible to attend, the school will provide a written report
- Ensure that any decisions made by the Child Protection Conference are carried out
- Monitor the child's attendance if he/she is on the child protection register
- Ensure progress and development are regularly monitored and that information is recorded in the appropriate way for pupils about whom staff have concern
- Create a plan for those who are on the register or about whom there are serious concerns
- Take a major responsibility in supporting colleagues when a disclosure has been made
- Ensure that the school identifies which children are on the register when referring a child for full assessment
- Ensure that the school passes on information immediately when a child changes school - this includes transition between KS 2 and KS 3

5. If Staff Have Concerns

5.1 All Staff have a key role in establishing a supportive school environment. They establish positive relationships between themselves and pupils, as well as setting up a framework for children to work together in an enabling way.

Concerns

Staff have a great deal of knowledge about children and their development.

Staff should be aware through observation of any changes in a child, either in health and welfare or in their approach to learning.

Children's work may often disclose information about their feelings towards their families or friendships.

They also need to be observant about different types of behaviour, which a child might exhibit, as well as groups of children with whom they work or play.

If a member of staff is concerned about a child, for whatever reason, they should immediately share this concern with their Phase Leader.

Teams discuss and share information about the child. Decide what to record and whether to then pass on the information and concern with the Head or Deputies. As a general rule any concerns, unless very minor, should be shared with senior management.

5.2 Dealing with disclosures

Handling of the disclosure is critical to good child protection practice. For example, it may be the start of the healing process for the child or young person, or notes made at the time may be used in evidence later on. Disclosure can come from various sources: the person being abused, a friend, a parent or even the abuser.

The following points are important when dealing with a disclosure:-

- Give the child or young person time to talk in a place where you will not be interrupted
- Take what the child or young person says seriously - children rarely lie about abuse
- Stay calm; listen to the child without pressurising, without being judgmental or expressing anger or horror too strongly. The child may feel shame and guilt and may have feelings of love for the abuser, which can feel very confusing;
- Ask open-ended questions if it is necessary. Leading or probing questions may contaminate evidence needed in the future
- Do not promise confidentiality: you will have to talk to the external agencies. A false promise of confidentiality will lead to a betrayal of the trust placed in you. Explain to the child that to safe guard her/him you will need to talk to someone else. Let the child know that you will tell them in advance that you are going to do this. Tell the child who you will tell and what you have to do next and, if it is possible, make brief notes at the time on any paper that comes to hand;
- Tell the Designated Safeguarding Lead: Caroline, Sam or Mary
- Record as soon as possible the content of the conversation (1) separate fact from opinion and record both (2) record any noticeable non-verbal behaviour; and (3) record the actual words used by the child as far as possible rather

than technical words and use a diagram to indicate the position of any bruising or injury onto Safeguard

- Make sure you continue to support the child, providing a safe place and time throughout the process of the investigation and afterwards, get some support for yourself. Do not disclose confidential information about the child or young person to colleagues, clearly, you must tell the Designated Person the details, as this is a part of the procedure and referral system.

It is vital to tell the Designated Safeguarding Lead of any concern about a child as soon as possible, in order that a decision to make a referral - or not - can be made. Our school is NOT an investigative agency. We must hand over this responsibility to the appropriate agency.

5.3 Confidentiality

As few people, as possible within the school must be informed when there is an incident regarding child protection, however, it is impossible to prescribe in terms of numbers.

Do not promise confidentiality, as you will have to talk to other people and agencies:

- All staff in a school are aware of the confidential nature of personal information
- All staff must know how to maintain confidentiality
- Personal information about a pupil's family is confidential
- Information of a personal nature must only be given to the appropriate person.
- If there is suspected abuse, information should be given only to the Designated Safeguarding Lead (DSL)
- Other staff only need to know as much as is necessary to act sensitively with a distressed child or young person. They do not need to know details
- The teacher to whom the disclosure is made may need support in a confidential manner
- The pupil, depending on his/her age, must be kept informed of who knows and, what they know, at all stages of the procedures

It is essential that files containing information about alleged abuse are kept in a

secure cabinet and only accessed on a 'need to know' basis.

5.4 Recording

Clear records can be the basis of useful contributions to the case conference and possible court cases, ensuring that sound decisions are made on the child's behalf. If there has been no disclosure or the child is too young or has a communication difficulty, monitoring and recording is particularly significant. These must be stored on Safeguard

The DSL will determine:

- Who decides when to start/finish recording?
- Where will the notes be kept and in what form?
- Who will have access to notes?
- Who will contribute to the notes?
- Who will collate information?
- Who will decide on further action (e.g. contact with parents/social worker?)

5.5 Categories of abuse

Some forms of abuse have no obvious signs; for example, a child who is being abused may communicate stress in a different way, i.e. by hiding it. We need to be aware of what implications there may be for children from different ethnic backgrounds, or children with disabilities or special education needs or pupils with a variety of differing communication techniques.

Listing signs and symptoms are ways of raising awareness of possible abuse, but there is often an overlap between signs and symptoms of different types of abuse.

Under the Children Act, Social Services are required to investigate if they have reasonable cause in believing a child in their area is suffering, or likely to suffer, significant harm. Significant harm must be viewed as part of a continuum of concern. Significant harm includes ill treatment and/or impairment of health or development. The Children Act states that development covers physical, intellectual, emotional, social and behavioural development.

Categories of Abuse: there are four categories - sexual abuse, physical abuse, emotional abuse and neglect. Always remember that there can be other explanations for such signs or behaving in such ways.

Physical abuse

The actual or likely physical injury to a child, or failure to prevent injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

Where the nature of the injury is not consistent with the explanation given by either the child or the parent OR there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented.

Emotional Abuse

Emotional abuse is caused by persistent and/or severe emotional rejection or ill treatment. It affects the child or young person's behaviour and development. It is often difficult to substantiate. All abuse involves some emotional ill treatment.

Sexual abuse

Sexual abuse is 'actual or likely exploitation of a child or adolescent'. The child may be dependent and/or developmentally immature.

This can include penetration of a child's vagina, anus or mouth with a finger, penis or other object; touching, rubbing or stroking or kissing of a child by an adult in a sexual manner; and adult encouraging, forcing, tricking or bribing a child to do any of the above to an adult or another child. Sexual abuse can also be an adult encouraging a child to watch or read pornographic material or making sexual suggestions to a child.

The following are always underlying factors that are present in sexual abuse: the inability of the child or young person to give their informed consent and the imbalance of power between the victim and perpetrator.

Neglect

Neglect is the persistent or severe neglect of a child, which results in serious

impairment of that child's health or development. Exposure to danger or repeated failure to attend to a child's physical and developmental needs constitutes neglect.

New technologies

As with all forms of harm or abuse, there is no exhaustive list of signs or indicators to watch out for. But these can include: changes in children's behaviour, demeanour, physical appearance and presentation, language or progress.

If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child.

1. Report to and discuss with the named child protection officer in school and contact parents.
2. Advise the child on how to terminate the communication and save all evidence.
3. Consider the involvement of police and social services.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

PLEASE SEE SCHOOL ONLINE SAFETY POLICY FOR FURTHER DETAIL ON USE OF NEW TECHNOLOGIES IN SCHOOL AND WIDER COMMUNITY.

6. The Designated Safeguarding Lead (DSL)

A referral is only made in the absence of satisfactory explanation for the cause of your concern or if a disclosure has been made.

When making a referred telephone call to Newham Triage Safeguarding Services need the following information when you telephone (but do not delay if all the information is not available):

- your name, designation, the school's address and telephone number;
- the child's name, date of birth, address and details of other family or household members;
- the name of the general practitioner;
- the ethnic origin of the child and family, the language spoken;

- detail of the concern;
- the detail of the incident, e.g. date, time, what the referrer was told and by whom, what they heard or observed, what they said or did;
- the nature of the child's family relationship with the referrer;
- the child's past and current circumstances and behaviour;
- details of agencies known to be involved and whether the family has been informed that a referral will be made:

The central Triage No. 020 3373 4600 or logged on www.newham.gov.uk/triage.

If all else fails, telephone the Police child Protection Team (CPT) at Stratford Police Station 0208 503 1212

Designated Safeguarding Lead must:

- be clear about his/her functions and tasks in the process and have an understanding of those of other services
- establish clear lines of communication
- have an understanding of the parameters of the other services in relation to child protection i.e. increase empathy and decrease prejudice
- be clear what is expected of him/her at different stages in the proceedings and adhere to these expectations

7. The Initial Child Protection Conference

The child's family and all professionals working on the case are brought together for the case conference. The purpose of the child protection conference is to share information, determine the level of risk to the child and recommend appropriate action. Safeguarding Services convene the meeting.

Wherever possible the Designated Person will attend case conferences. If this is not possible the teacher attending the conference needs to be appropriately briefed and at the end of the conference, when back at school, debriefed.

The written report should cover:

- academic achievement
- peer relationships

- attendance
- what the child says to the teacher
- the demeanour of the child
- The relationship with the parent/s or carers.

A decision will be taken at the end of the child protection conference as to whether to place the child on the Child Protection Register. The DSL must give a recommendation to the chair, along with other agencies.

The chair decides the category to place on the register or not.

A Child Protection care plan will be drawn up by Social Services who have a duty to notify the relevant school when a child's name is added to the Child Protection Register or when a child on the Register starts school.

8. Supporting abused children in school.

8.1 The development of self-esteem is a fundamental need for all pupils. For those who have been abused, it is necessary for self-esteem work to be more focused and broken down into manageable parts.

The following tasks/activities/ways of treating the child or young person are suggestions of support that may be appropriate:

- have regular routines, be consistent and reliable and set clearly defined limits
- set tasks/activities that are achievable
- offer opportunities for the pupil to demonstrate competence
- take care to notice differences in the child
- provide opportunities for the child to give and receive positive feedback from peers
- create a safe and structured way to explore feelings and values
- respond with warmth, tolerance and dignity and maintain the child's dignity
- Help the child or young person feel a sense of control over their lives

8.2 Staff who are involved may need support themselves. Staff may be supported in the following ways:-

- Recognition - the teacher involved will need time to adjust and reflect on events
- Recognition of the emotional impact on staff involved in an allegation or investigation of abuse

- Thinking through appropriate levels of support giving time out to talk it through
- Providing access to individual or whole staff counselling if needed
- Denial - staff dealing with abuse can find themselves confronted with facts that they do not like and experience distress or strong emotional reactions. A common reaction to this is denial - denial can be personal or institution
- All staff will receive training to help them deal effectively with the incident

8.3 Support to Staff and Children

It is important to support both staff and children. Staff should be paired to someone who will listen and support them particularly during the time when there may not be very much action.

Staff will need to think of ways of supporting returning children in the phase.

Role of staff.

Every member of staff has a responsibility towards all children in all areas of child protection.

We have an obligation to safeguard all the children.

Physical contact: There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this must be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

This means that adults must:-

- Be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Never touch a child in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay, tickling or fun fights

This means that schools must:-

- Ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management
- Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care
- Make staff aware of the DfE guidance in respect of physical contact with pupils and meeting medical needs of children

Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff must not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

This means that adults must:-

- Not use force as a form of punishment
- Try to defuse situations before they escalate
- Keep parents informed of any sanctions
- Adhere to the school's behaviour management policy

One to One Situations

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and plan and conduct such meetings accordingly. Every attempt must be made to ensure the safety and security needs of both staff and pupils are met.

This means that adults must:-

- Avoid meetings with pupils in remote, secluded areas of school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- Always report any situation where a child becomes distressed or angry to a senior colleague
- Consider the needs and circumstances of the child/children involved

Lone Working

Defined as: Staff who work by themselves, without close or direct supervision and /or in an isolated situation regardless of whether this constitutes the bulk of their working activities or only occasional tasks.

Where ever possible staff must not work alone but there may be times when this is necessary, for example:-

- a) Conducting meetings in the community
- b) Visiting families in their own homes
- c) Travelling in unfamiliar areas
- d) Serving notices and letters by hand
- e) Working alone with machinery, electricity, gas, etc
- f) Locking/unlocking of premises, call-outs to intruder etc. alarms

- g) Slips, trips and falls
- h) Working at height
- i) Working in otherwise unoccupied premises or away from the work places

To reduce risk of lone working staff must ensure that:-

- Another member of staff has been informed of the place of work
- Another member of staff is informed of the completion of work
- There is access to a telephone

Educational Visits and After School Clubs (refer to the Educational Visits Policy)

Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

This means that adults must:-

- Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- Undertake risk assessments prior and during the activity
- Have parental consent for the activity
- Ensure that their behaviour remains professional at all times
- Ensure that first aid arrangements are in place

First Aid and Administration of Medication

All schools must have trained first aid appointed persons. Teachers and Teaching Assistants may volunteer to undertake this task but it is not a contractual requirement. Staff must receive appropriate training before administering first aid or medication.

This means that adults must:-

- Adhere to the school's safety policy
- Adhere to the school's first aid policy noticing the intimate care section

- Make other staff aware of the task being undertaken
- Explain to the child what is happening
- Explain to the parent/carer what has happened
- Record the incident and actions on the appropriate forms

Accidents and Abuse

Where an accident at work occurs it needs to be reported to a member of the Senior Leadership team and appropriate actions will occur. This will include completing the borough's health and safety incident forms and following the reporting procedures. If required any risk assessments will be reviewed. Verbal Abuse, Harassment and Violence are un-acceptable and will not be tolerated at New City. In the event of any of these occurring, the school will record the events and outcomes on the borough's reporting forms and submitted to the Council. The council may take either criminal or civil action which could lead to prosecution and the withholding of services.

8.4 Curriculum

During the school day children need to be supervised appropriately. This means that adult to pupil ratios need to be maintained and adequate supervision provided, depending on the numbers and the needs of the children this also includes play and less structured times.

Curriculum/school activities can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care must be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan must highlight particular areas of risk and sensitivity, and where required a risk assessment completed.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care must also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

Care must also be taken in the access to the internet. Children are protected by the blocking system to undesirable materials, but this is not failsafe. Children must therefore not be left unsupervised when using the computer. Additionally children will be taught about e-safety and what to do in terms of reporting to an adult what they have seen. (See Acceptable use of the internet policy and curriculum overview/scheme of work).

The planning and provision for the performance and experience of different groups will include: BME groups, LACs, MPAs, G&T, Pupils with learning difficulties/disabilities and other groups.

This means that adults must:-

- Have clear written lesson plans
- That age appropriate materials are used
- That the use of the computer/internet is supervised

This means that adults must not:-

- Enter into or encourage inappropriate or offensive discussion about sexual activity

The curriculum offers a variety of opportunities for children to learn about protecting themselves as well as different mediums to express and disclose.

PSHCE

This area enables children to learn about health issues, appropriate behaviours and relationships.

Online Safety

The online safety curriculum teaches children about safe use of the internet and other forms of social networking.

The Arts Curriculum

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, to celebrate achievement or for publicity, such as the local newspaper, website, and promotional literature. Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration must be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

This means that adults must:-

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- Seek permission from parents/carers
- Ensure that all images are available for scrutiny in order to screen for acceptability.
- Be able to justify images of children in their possession
- Avoid making images in one to one situations

This means that adults must not:-

- Take, display or distribute images of children unless they have consent to do so
- Store images of children on personal cameras or mobile phones

This curriculum includes ways of expressing children's creativity and emotions such as art, music, drama, and dance.

Staff can set up opportunities to help children describe their emotions or life outside of school through these curriculum areas.

English Curriculum

This area of the curriculum allows opportunities for children to use poetry or creative writing, to talk about concerns or emotions.

Speaking and listening aspect of the National Curriculum can allow staff to set up discussion groups or with individuals about aspects of child protection.

9. Allegations against staff

Working towards a Child-Safe Newham's Child Protection Procedures for

Teaching and Non-Teaching Staff', deals thoroughly with allegations against staff. (See Working towards a Child Safe Newham, section 11 [Education Department document]).

If a member of staff suspects that a colleague is abusing a child they must share that with their line manager who will inform the Head Teacher. In turn the Head will seek advice from the LADO.

If it is the Head who is suspected then staff must contact the Governors for support and advice.

10. Working in Partnership

The concept of partnership between the parents/carers and the school is important. Parents are consulted regularly and often visit the school. When a case of abuse or suspected abuse has occurred, Social Services have generally been involved.

This may leave parents/carers and teachers with a difficult relationship where both parties may feel ill at ease. We need to maintain an ethos where the need for privacy and confidentiality, within the boundaries of the child protection procedures, is overtly respected.

Awareness of and respect for different cultural backgrounds and methods of parenting and family life are important to avoid narrow judgements about what constitutes 'good' and 'bad' parenting.

It is important that parents/carers are aware of the school's policy on child protection so that they know the responsibilities that the school has in this area. 'Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you'. The procedures we follow have been laid down by the school and LA

If you wish to know more about this procedure please contact Caroline Stone.

NEW CITY SAFEGUARDING PROCEDURES

Responsibility

Overall responsibility lies with the governors and Head Teacher at all times

| Main areas of evidence - apart from protecting children from deliberate and premeditated harm | Responsibility | Evidence |
|--|---|--|
| Area Issues specific to local conditions, e.g. knife crime, gang activity, etc | Community Cohesion team in conjunction with Head and deputy head | Policy Liaison with outside agencies Learning mentor SLT |
| Health and Safety Educational visits Bullying | Caroline Stone Caroline Stone Sam Dutch | Health and Safety Policy Co-ordinator PSHCE policy and curriculum framework DHT records DHT records |
| Racist abuse Harassment and discrimination Use of physical intervention | Mary Bull Mary Bull Inclusion Team- Annabelle Greyling Allison Dolan Pat Oberstellar | Named team teach teachers |
| Meeting the needs of pupils with medical conditions providing first aid intimate care Drug and substance abuse | Inclusion team Annabelle Greyling First Aid Team Learning Mentor- Pat Oberstellar | Vulnerable children's document Care Plans PSHCE policy |
| Internet safety | Computing co-ordinator - Rosemary Hayes | Policy |
| Classroom behaviour School security | All classroom staff Caroline Stone site supervisor - John Kirby | Behaviour policy Health and Safety Policy |

Designated Safeguarding
Leads

Caroline Stone
Sam Dutch
Mary Bull

Safeguarding policy and
procedures