Child Protection and Safeguarding Policy

Date agreed by Governors	Spring 2024
Reviewed	Spring 2026
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Next Review	**Autumn 2027**

Linked Documents
Anti-Bullying Policy
Children and Families Act 2014
Educational Visits Policy
Equality Duty
Health & Safety Policy
Intimate Care Policy
Keeping Children Safe in Education 2026
Online Safety Policy
Safer Recruitment
Staff Code of Conduct
Whistleblowing Policy
Working Together to Safeguard Children 2026
Filtering and monitoring standards for schools and colleges (gov.uk) 2023
Attendance and Punctuality Policy
Working Together to Improve School Attendance (gov.uk) July 2026
Children Missing Education - GOV.UK (www.gov.uk)
Missing Children and Adults Strategy - GOV.UK (www.gov.uk)
Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1st Sept 2026)
Generative artificial intelligence (AI) in education (gov.uk) 2025

The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children.
- Article 6: Every child has the right to life and to develop to their full potential.
- Article 9: Children should not be separated from their parents unless it is in their best interests.
- Article 12: Every child has the right to express their views, feelings and wishes in all matter. affecting them, and to have their views considered and taken seriously.
- Article 19: Governments must do all they can to ensure children are protected from all forms of violence, abuse, neglect and bad treatment.
- Article 25: If a child has been placed away from their home, they have the right to a regular review of their care.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- Article 32: Children must be protected from economic exploitation and work that might cause them harm.
- Article 33: Children must be protected from the use, production or distribution of illegal substances.
- Article 34: Children must be protected from all forms of sexual abuse and exploitation.
- Article 35: Children must be protected from being sold or moved illegally for the purpose of exploitation.
- Article 39: Children who have experienced abuse or trauma receive special support to help them recover.

School's Purpose: To prepare pupils for lifelong success.

School's Vision: At Godwin Junior School we:

- Value everyone
- Instill a love of learning.
- Seeking and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals.

Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

(Keeping Children Safe in Education – DfE, September 2026)

This Child Protection and Safeguarding Policy is for all school staff, parents, carers, governors and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with relevant school policies.

Our school is committed to safeguarding children and to create a culture of vigilance in school. All adults are expected to demonstrate curiosity, professional challenge and respectful relationships to promote the welfare of children.

Safeguarding is defined in Keeping Children Safe in Education 2026 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Statutory framework

The Education Act 2002 Section 175 places a statutory responsibility on the Governing Board to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP). In Newham, all professionals must work in accordance with the London Child Protection Procedures.

Our school also works in accordance with all safeguarding legislation and statutory guidance.

School roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and provide a safe environment enabling them to learn and achieve their best. At School and the Local Authority, some significant adults have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are **Jo Ince (Designated Safeguarding Lead - DSL), Tehira Aslam (Deputy DSL) Sine Brown (Deputy DSL), and Mike Smith (Safeguarding Link Governor)**.
All staff in our school must familiarise themselves with the Early Help Offer.

The Governing Board

The Governing Board has a responsibility to ensure that the policies, procedures and professional development and training in our school are effective and comply with the statutory requirements at all times.

It ensures that all required policies relating to child protection and safeguarding are in place and that the Child Protection and Safeguarding Policy reflects statutory and local guidance and is reviewed at least annually.

The Governing Board also ensures there is a Designated Safeguarding Lead and Deputy Safeguarding Lead in place, who are trained for the role, as set out in Keeping Children Safe in Education 2026.

The Governing Board ensures the school contributes fully to inter-agency working, in line with statutory and local guidance. It ensures that information is stored and shared appropriately and in accordance with statutory requirements.

The Governing Board monitors to ensure that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The Governing Board will also ensure that staff have the knowledge, skills and understanding of the additional vulnerabilities of looked-after and previously-looked-after children to keep them safe.

The Governing Board ensures that children are taught to keep themselves safe, including online, making sure that appropriate filters and monitoring systems are in place in school. This includes all staff being trained at induction in an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This responsibility extends to children who are accessing on-line learning from our school, at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities in computing lessons, RHE/ RSHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The Governing Board and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. It is our practice to ensure that volunteers who may be working in regulated activity have an enhanced DBS.

The Designated Safeguarding Lead (and Deputy/ies)

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection.

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school and that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

The DSL has responsibility for online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 of the DFE Guidance: Filtering and Monitoring Standards for Schools and Colleges 2023 for further information. This includes overseeing and acting on: Filtering and monitoring reports, safeguarding concerns, checks to filtering and monitoring systems.

The DSL and Senior Leaders should undertake an audit of filtering and monitoring systems, in collaboration with service providers annually.

They are a source of advice and support to other staff on child protection matters and make sure that timely referrals to Newham Multi-Agency Safeguarding Hub (MASH) are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority and other agencies as required. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Leads will act in their absence.

The Head Teacher

The Head Teacher works in accordance with the requirements upon all school staff. In addition, the Head Teacher ensures that all safeguarding policies and procedures adopted by the Governing Board are followed by all staff. The Head Teacher will ensure that children are taught about safeguarding, including on-line, as part of the broad and balanced curriculum. This may include covering relevant issues through Relationships and Health Education (RHE) and Relationships, Sex and Health Education (RSHE).

The Head Teacher will make sure that he/she is satisfied that any alternative education provider, with whom any child(ren) on the school roll is placed, can meet the needs of the child(ren). The Head Teacher will also obtain written confirmation that the appropriate safeguarding checks have been carried out.

All school staff

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process.

This includes identifying any emerging problems so appropriate support be provided and, in liaison with the Designated Safeguarding Lead (DSL), reporting any concerns. All staff members know and follow school processes as set out in this Policy and understand how to refer concerns to the Safeguarding Lead or the Deputy Safeguarding Leads to escalate for Multi Agency Safeguarding Hub (MASH) intervention.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff should be able to reassure targeted children that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors. This includes the use of appropriate forms of online communication directly from staff to children. The use of social media for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support children in promoting responsible use of social media, safety around the school and responsibility for their own and others' wellbeing, as an integral element of a strong school safeguarding culture.

All staff are aware of their responsibilities to ensure effective filtering and monitoring of online learning. Everyone should understand:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, part of their role may be to monitor what is on pupils' screens.

Staff should understand that they must report safeguarding and technical concerns, such as if:

- They witness or suspect unsuitable material has been accessed.
- They are able to access unsuitable material.
- They are teaching topics that could create unusual activity on the filtering logs.
- There is a failure in the software or an abuse of the system.
- There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks (over blocking)
- They notice abbreviations or misspellings that allow access to restricted material.

In the KCSiE 2026 document, the list of online harms has been expanded to name misinformation, disinformation (including 'fake news') and conspiracy theories. New links direct school to the DFE's filtering-and-monitoring self-assessment tool, cybersecurity standards and fresh guidance on using generative AI. This guidance on generative artificial intelligence (AI) filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education

Types of abuse / specific safeguarding issues

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect and exploitation so we are able to identify children who may be in need of help or protection. Within those four main types of abuse, there are specific types of abuse that our school is alert to.

Child-on-child abuse

The school recognises that child-on-child abuse is a safeguarding issue for both the reporting child and the reported child. Appropriate support will be provided to all children involved.

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child-on-child abuse can manifest itself in many ways. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

In school, such actions are not tolerated, and the school will act decisively to intervene where this occurs.

Please refer to our Positive Behaviour Policy

Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age - individually or in groups. Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing, and it may well adversely affect their educational attainment. Our school takes all allegations seriously and will investigate them thoroughly.

Our school will ensure that sexual violence and sexual harassment is not tolerated in any circumstances. We do not accept that it is 'just part of growing up' or a joke. Our school will manage such incidents in the same way by considering the need to undertake an immediate risk and needs assessment and, as with any other child protection concern, we will follow the same procedures.

This includes 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2022.

Children with special educational needs and disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist to ~~us~~ recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's specific needs or disability, without further exploration.
- Be more prone to peer group isolation than other children.
- Children with SEND can be disproportionately impacted on by things like bullying, without outwardly showing signs.
- Children with SEND may have difficulties distinguishing between fact and fiction online and may repeat online content or behaviours without understanding the consequences of doing so.
- Communication barriers that make telling an adult difficult
- The requirement for personal or intimate care

Our school is aware of these additional vulnerabilities and challenges when considering the safeguarding of our children.

Children with Medical Conditions

The school recognises that children with medical conditions may face additional safeguarding vulnerabilities.

Staff will remain alert to concerns relating to medication, unmanaged health conditions, allergies, attendance issues linked to medical needs and any indicators that a child's medical needs are not being appropriately met.

Where concerns about a child's health needs are also safeguarding concerns, these will be managed in accordance with this safeguarding policy and appropriate referrals made where necessary.

The school will work in partnership with parents/carers and health professionals to support children with medical needs and ensure their welfare and safety.

Children absent from and Missing from Education (CME) or Children Missing Out of Education (CMO) and homelessness.

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents/carers should always inform us of the reason for any absence and we endeavour to contact them within the first hour of the school day on the first day of absence.

Where contact is not successfully made, including via emergency numbers, a home-visit is carried out on the third day of absence if the school has not been able to get in touch with the parents or carers for a welfare check. If the child is known to Social Care, a referral may be made to another appropriate agency including Newham Attendance Management Service (NAMS), Social Care or Police sooner than three days.

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 or more days in line with the requirements for Children Missing Education. We have a duty to safeguard all pupils, however, depending on how vulnerable the child and family is, CME referrals to the local authority and Children's Triage Team; may be initiated sooner than the stipulated ten days.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging, but also where children are already known to Newham Children's Social Care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community.

As part of our safeguarding role we ask parents/carers to provide a minimum of two contact details and we will regularly ask families to ensure that they are kept up-to-date.

In line with the Department of Education's new national framework, our school will inform the local authority of any pupil who fails to attend school regularly (10 non-consecutive sessions {a total of 5 days}) or has been absent without school permission for a continuous period of 10 sessions (5 days) over a 10-school week period (Working Together to Improve School Attendance Statutory Guidance 2026).

We will inform the local authority of any child who has moved schools and has been taken off roll.

Where parents/carers inform us of their intent to home educate their child (Elective Home Education-EHE), we will work with them, the LA and other key professionals (i.e. the EHE teacher) to coordinate a meeting, ideally, before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care Plan the LA has the capacity to veto an EHE arrangement.

Contextual safeguarding and Exploitation

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The **Designated Safeguarding Lead (DSL)** and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Our school staff need to engage with individuals and groups who do have influence over/within extra-familial contexts, and we recognise that risk assessment of, and intervention with, such sources of influence on our students are a critical part of our safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of our child protection systems in school in recognition of the fact that young people are vulnerable to abuse in a range of social contexts.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If, as a school, we are concerned a child is being exploited in an extra-familiar context, as previously outlined, we will follow the procedures set out in this document and consult or refer to the MASH, from where they are likely to be referred to the LBNIIP (London Borough of Newham Intelligence and Information Partnership)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to children from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off

occurrence or a series of incidents over time and range from opportunistic to complex, organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity: drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Newham MASH if we have concerns.

Serious Violence

There are a number of indicators which may signal that a child is at risk from, or involved with serious violent crime. Staff will remain alert to indicators that a child may be at risk from, vulnerable to, or involved in serious violence. These may include:

- increased absence
- exclusion or suspension
- unexplained injuries
- changes in behaviour or friendship groups
- possession of weapons
- threats involving weapons
- criminal exploitation
- involvement in peer conflict or gang association

The school recognises serious violence as a significant safeguarding issue.
Where concerns are identified, the DSL will undertake an assessment of risk and consider appropriate interventions, safety planning and referrals.

The school recognises that children involved in violence may also be victims of harm and exploitation and will ensure appropriate safeguarding support is offered.

Honour-Based Violence

So-called honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and is a form of child abuse.

We know that if a teacher in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, staff must and will report this to the police; this is mandatory legislation. The DSL will advise/support staff in this position and work with appropriate colleagues and agencies to support the girl and liaise with the family. The Newham Attendance Service has produced

guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Newham Connect: https://www.newhamconnect.uk/Page/6705

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 perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk

Preventing radicalisation

Children can be vulnerable to extremist ideology and extremism. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26, places a duty on schools in the exercise of their functions, to have, "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas and.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff members understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham pathway.

Mental Health and Wellbeing

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff are aware that mental health problems can in some cases be an indicator that a child has or is suffering from or at risk or abuse. Staff can observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health issue. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school child protection policy, and the senior Mental Health Lead (Jo Ince) will be informed.

Mental health is the concern of the whole community, and we recognise that schools play a key part in this. Our school wants to develop and protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people who may be suffering from mental ill-health and are at risk of self-harm or suicide may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents/carers share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Where there are concerns that a child or young person may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or is found to be self-harming the Designated Safeguarding Lead (DSL) or relevant key person will take the time to establish any underlying concerns.

The child will be supported to access services using the appropriate Newham referral pathways including WINs (Wellbeing in Newham Schools) and CAMHS (Child and Adolescent Mental Health Services).

Domestic Abuse
Domestic abuse is defined as "any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and 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 and emotional, coercive or controlling behaviour"

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Operation Encompass operates in London Borough of Newham and our school will use the information shared to ensure that our children are supported and kept safe. The school recognises that Operation Encompass notifications constitute safeguarding information and will be recorded, monitored and acted upon in accordance with safeguarding procedures.

Young Carers
The school recognises that children with caring responsibilities may face additional challenges affecting their attendance, emotional wellbeing, behaviour, progress and educational outcomes

Staff will remain alert to indicators that a child may have caring responsibilities and will ensure that appropriate support, referrals and reasonable adjustments are considered.

Where identified, the school will work collaboratively with families and partner agencies to ensure young carers receive timely support and assistance.

Children Who Are Questioning Their Gender
The school recognises that some children may question their gender and that such children may experience additional vulnerabilities including bullying, discrimination, social isolation and emotional distress.

The school will respond to requests for support on an individual basis, with safeguarding and the best interests of the child at the centre of decision-making.

The Designated Safeguarding Lead will be involved in assessing safeguarding implications and determining appropriate support arrangements.

Parents and carers will normally be involved in discussions and decisions regarding support for a child who is questioning their gender unless doing so would place the child at risk of significant harm.

The school will comply with safeguarding legislation, equality legislation, human rights legislation and current statutory guidance when determining support arrangements.

Prejudice-Based Harm and Discriminatory Abuse

The school recognises that prejudice-based harm, including racism, faith-based prejudice, misogyny, misandry and other forms of discriminatory behaviour, can adversely affect a child's welfare, wellbeing, mental health, attendance, attainment and sense of safety.

All staff understand that prejudice-based incidents may constitute safeguarding concerns and should be considered within safeguarding processes where appropriate.

Any concerns regarding discriminatory abuse will be reported to the Designated Safeguarding Lead and managed in accordance with safeguarding, behaviour and anti-bullying procedures.

The school promotes an inclusive culture where all forms of prejudice are challenged and addressed in a timely and proportionate manner.

Mobile 'Phones

The school recognises the Department for Education expectation that schools should be mobile 'phone-free environments by default.

Where exceptions are required, these will be risk-assessed and managed appropriately.

Artificial Intelligence and Emerging Technologies

The school recognises the rapidly evolving nature of online harms and emerging technologies.

Staff will remain alert to risks associated with generative artificial intelligence, including:

- AI-generated nude and semi-nude imagery
- Deepfakes and manipulated images
- Misinformation and disinformation
- Online grooming facilitated through AI applications
- Financially motivated sexual extortion (FMSE)
- Online fraud, scams and phishing
- Online gambling and financial exploitation
- Use of children's photos on school websites which can be manipulated by bad actors

Any concerns will be treated as safeguarding concerns and managed in accordance with school safeguarding procedures.

Procedures

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it, using CPOMS or in writing, immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Leads. See Appendix 1.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputies and how to share concerns with them. Safeguarding posters for adults are located in the staff room and all adult toilets. Safeguarding is a vital part of the induction process for new staff. All visitors are given a copy of our Safeguarding Leaflet.

All action is taken in accordance with the following guidance:

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where a child is suffering or is likely to suffer from harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal, immediately. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy Meeting when a social worker will come to the school. Less urgent concerns or requests for support will also be referred via the Newham MASH Portal for consideration of Early Help support as appropriate. We will call police to the school directly if the risk is assessed as acute and immediate.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Newham MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

Practice when police are called to the school

Before calling police to the school, the DSL and/or Deputy DSL will reflect upon the proportionality of this response, being aware of the child's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far.

Best practice for the DSL and/or Deputy DSL considering police intervention to be necessary:

- To consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO.
- This school will prioritise contacting the SSO for advice before asking for other officers to attend.
- A child will not be searched on site by police at all, or taken offsite to a police station without an appropriate adult (DSL, Deputy DSL) being present if their parent/guardian cannot accompany them.

In the event that a child is interviewed on site by police, the DSL/Deputy DSL will act in loco parentis at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, subject to the safeguarding guidelines below. A suitably

trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed.

All children should have an appropriate adult to support them if they are arrested and at a police station or are being interviewed by police. An appropriate adult can be a parent, guardian, social worker, friend, relative or any responsible person over 18 who is not a police officer or employed by the police. A parent should not be an appropriate adult if they are the victim or a witness or involved in the investigation of the offence, or they are estranged from the child and the child specifically objects to the parent's presence.

The role of the appropriate adult is to give advice and assistance to children at the police station, to look after their welfare and ensure their rights are protected. (Source of Definition: Youth Justice Legal Team website)

No child may be subject to a search by police on school premises. Any such search should be carried out at the police station with an Appropriate Adult in attendance to the search.

Positive Handling, Reasonable Force and Restrictive Interventions

The school recognises that, in limited circumstances, staff may use reasonable force or restrictive interventions in accordance with statutory guidance to prevent injury, serious damage to property, disorder or harm.

Any use of reasonable force or restrictive intervention will be proportionate, necessary, reasonable, recorded and reviewed.
Particular consideration will be given to children with SEND, medical conditions and mental health needs. Individual behaviour support plans may be used to reduce the need for restrictive interventions wherever possible.

The school's Positive Behaviour Policy should be read alongside this Child Protection and Safeguarding Policy.

The school does not use seclusion as a safeguarding strategy. Where pupils require access to quiet or safe spaces, these arrangements will be proportionate, monitored, time-limited and managed in accordance with the school's behaviour, SEND and safeguarding procedures.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the staffroom to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer using the Newham Referral Pathway where there is suspected or actual risk of harm to a child.

If a child resides outside Newham, the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward information to appropriate areas.

Family Help:

All staff should, in particular, be alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

Training

When new staff, trainee teachers, agency staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputies and how to share concerns with them.

The Designated Safeguarding Lead (DSL) and Deputies undertake child protection training appropriate to the role every two years as a minimum. The Head Teacher, all staff members and governors receive appropriate child protection training that is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (DSL) and Deputies also undertake training in inter-agency working and other matters as appropriate.

Professional confidentiality

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or Deputy and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or Deputies with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Records and information sharing

Data protection is not a barrier to sharing safeguarding information.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. The school will comply with data protection law, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will record it as soon as possible, noting what was said or seen, if appropriate, using a body map to record, with the date, time and location. School staff with a Godwin email address record concerns via CPOMS. The Designated Safeguarding Lead (DSL) and deputies receive an automatic email and then decide on the appropriate action and record it accordingly. Visitors and agency staff record their concerns on a paper safeguarding concern form which is then presented to the Designated Safeguarding Lead (DSL) or Deputies, who will decide on the appropriate action and record it accordingly. Paper concern forms are scanned and uploaded to CPOMS before being shredded.

Any records related to safeguarding and child protection are stored on CPOMS, which hosts them securely online. All child protection records are stored securely and confidentially on CPOMS and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school or educational setting.

Where a pupil transfers from our school to another school or educational setting, their child protection records will be forwarded to the new educational setting. This is done via CPOMS. As we use CPOMS, the records are transferred automatically, with SIMS updates. In the case of schools which use a different system, the DSL will ascertain the name and email address of the DSL in the new school and will then allow access to the documentation via a 24-hour access permission.

If a pupil transfers to us from a school that uses CPOMS, then records are transferred through SIMS updates.

When a pupil joins our school, we will request all child protection records from the previous educational establishment if none are received. These are then scanned and uploaded to CPOMS and hard copies are destroyed.

Inter-agency working

Schools often hold crucial information and, as such, our school is an essential partner in strategy discussions, child protection conferences and core groups. Our school will be proactive and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to represent the school at and submit a report to, any Child Protection Conference, Core Group Meeting, Child In Need Meeting, Looked-After Children Meeting, Team around the

Child Meeting and Early Help Meetings for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions and planning at the meeting(s).

If a child is subject to a Child Protection or a Child in Need Plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (DSL) will ensure the school prioritises attendance at Core Group Meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the Child Protection Plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless doing so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so, and the actions agreed.

When we become aware that a child or young person has been, or is going to be, privately fostered our school has a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make appropriate referrals using the Newham Referral pathways.

Allegations about members of the workforce

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for our children. We do, however, recognise that sometimes allegations of abuse are made.

We recognise that allegations, when they occur, are distressing and difficult for all concerned. We also recognise that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our organisation are safe to work with children. We will always ensure that the procedures outlined by Working Together to Safeguard Children (2023) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (formerly known as LADO in previous versions of Working Together to Safeguard Children which this procedure will continue to use for ease of reference).

The LADO can be contacted to request a consultation or to make a referral via e-mail: lado@newham.gov.uk or by phone on: 020 3373 6706/ 020 3373 0751

If an allegation is made or information is received about any member of staff (or volunteer) who works in our setting (or another setting) who has:

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

the member of staff receiving the information should inform the Head Teacher immediately; this includes concerns relating to agency and supply staff and volunteers.

The Head Teacher will seek advice from the LADO (this will be within one working day). No member of staff will undertake further investigations before receiving advice from the LADO.

Should an allegation be made against the Head Teacher this will be reported to the Chair of Governors (Qudrat Khan via qudrat.khan@godwin.newham.sch.uk). In other cases where it is not possible, a consultation will be sought by that staff member with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns within the Organisation should contact the LADO directly on 020 3373 6706.

Further national guidance can be found at - Whistleblowing for employees: https://www.gov.uk/whistleblowing or see Whistleblowing Policy or see the NSPCC website (https://www.nspcc.org.uk) for further advice.

In addition, staff should also alert the Head Teacher if an individual who is working in London has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not need to directly relate to a child (see Chapter 7 of the London Child Protection Procedures for further guidance).

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Human Resources.

Low Level Concerns

For the purposes of this policy (KCSIE 2026), a low-level concern is any behaviour by a staff member that does not meet the harm threshold and does not warrant referral to the LADO but may nevertheless cause a sense of unease or be inconsistent with the staff Code of Conduct. Examples include overly personal comments, excessive one-to-one communication, or boundary-blurring behaviour. The school will consult with the LADO to determine whether concerns meet the allegation threshold or should be managed as low-level concerns.

Reporting: All staff must share low-level concerns with the Head Teacher (or DSL if delegated). Concerns about the Head Teacher should be reported to the Chair of Governors.
Recording and review: Low-level concerns are recorded in a central log overseen by the Headteacher/DSL. Patterns will be reviewed; repeated or escalating concerns may meet the harm threshold and be treated as an allegation.
Escalation: Where the harm threshold is met, the school will follow the 'Managing allegations against staff' procedure and consult the LADO without delay.

11. Whistleblowing

All staff members are made aware of their duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and Whistleblowing Policy.

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014):

https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools. However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on - 0800 028 0285 or email: help@nspcc.org.uk

Parents/carers or others in the wider school community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk

Appendix 1

Recording Safeguarding Concerns

SAFEGUARDING CONCERN LOG

☐ **child protection** ☐ **child welfare** ☐ **other**

Please complete with as much information as possible	
Child's name:	D.O.B.:
Year group:	Class:
Your name:	Your role:
Date of concern/incident:	Does the child know concerns are being passed on? Yes/No
Details of concern/incident (Continue overleaf, if necessary)	
Anything else that might be relevant.	
Signed:	

HT ☐ DHT ☐ AHT ☐ DSL ☐ lass teacher ☐

Appendix 1

ACTION	
Date received by Designated Safeguarding Lead (DSL)	
Action taken (*with notes as appropriate below*): ☐ No further action ☐ Speak to parents/carers. ☐ Monitor ☐ Refer in-house – office, class teacher, Pastoral TA, Early Help Practitioner ☐ Contact Early Help Partnership Team ☐ Refer to Newham Children MASH for protection/support. Notes: (Continue on a separate page, if necessary)	
Signature (DSL): Date:	

Appendix 2

Child Protection Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

- Ensure First Aid is provided where required and record.
- Use a black pen, rather than a pencil, and do not use correction fluid or an eraser.
- Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.
- At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used.

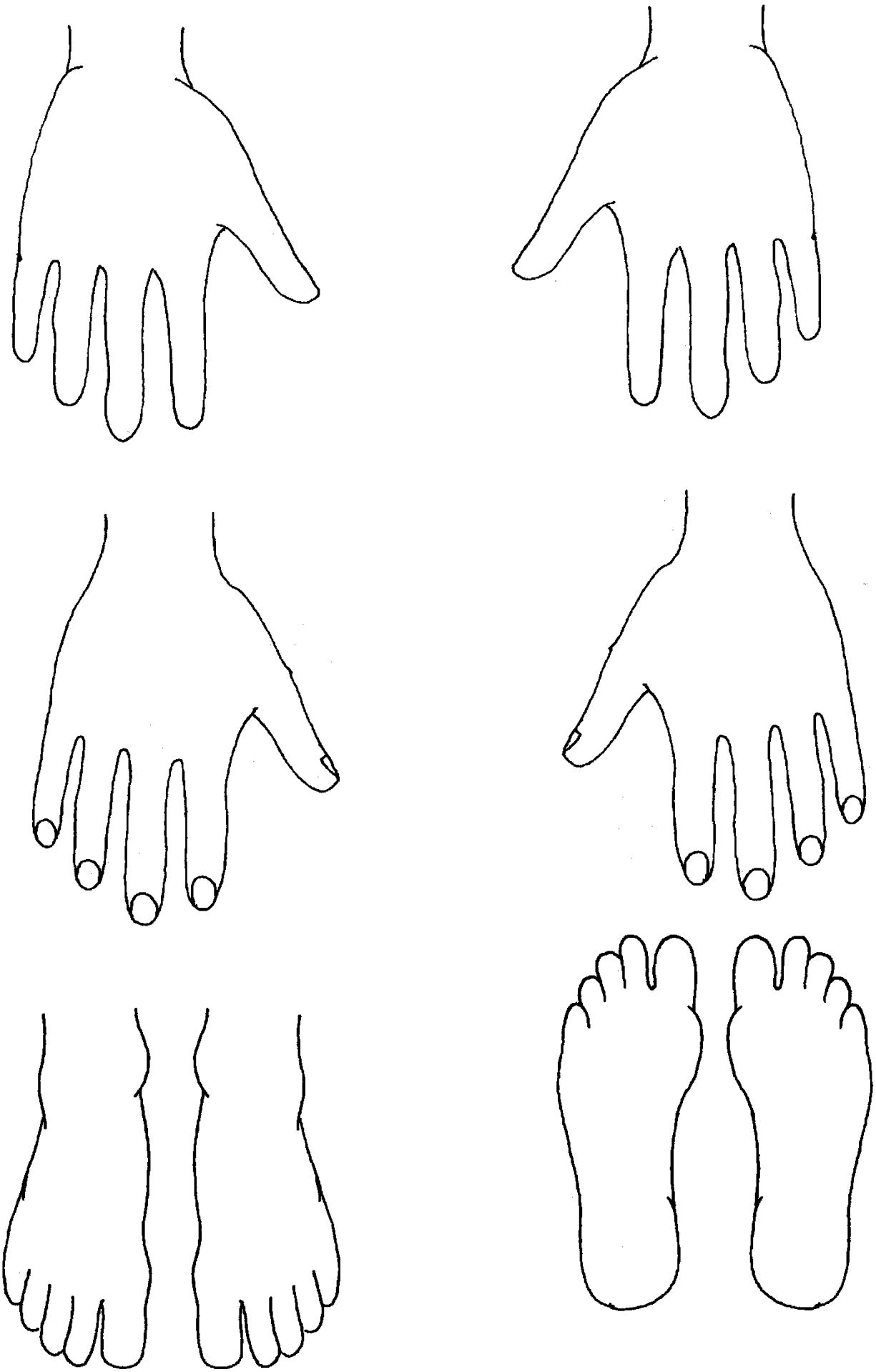
Child Protection Body Map

Name of pupil	
Name of staff member	
Date and time of observation	

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

Location
Size/shape/colour
Swelling, bruising, cuts, lacerations and wounds, scalds and burns
Mobility restriction
Any other comments
First aid provided.

Date passed to DSL:



Older Child

