CHILD PROTECTION AND SAFEGUARDING POLICY FOR

SIR JOHN HERON PRIMARY SCHOOL

Together we learn. Together we achieve.

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Chair of Governors /Trustees	Ms Jannat Haider
This policy is available on our school website and also on request from the school office. We inform parents and carers about this policy when their children join our school and through the school newsletter.	

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Child Protection and Safeguarding policy for Sir John Heron Primary School

1. Introduction

Our school is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard children and creates a positive and respectful learning environment in which everyone can flourish.

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 2025)

This **Child Protection and Safeguarding Policy** is for all school and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with our policy for:

- Staff Code of Conduct
- Anti-Bullying Policy
- Health & Safety Policy
- Educational Visits Policy
- Acceptable Use policy
- Staff Handbook
- Child Missing in education Policy
- Attendance Policy
- Whistle Blowing Policy
- Behaviour policy
- Positive Handling Policy
- Intimate Care Policy
- Supporting pupils with medical Conditions Policy
- Administering first Aid Policy
- Staff Induction Policy
- Online Safety Policy
- Covid-19 Safeguarding Addendum

This policy should be read in conjunction with **Keeping Children Safe in Education, (DfE 2025)** Keeping children safe in education (HMG 2025)

…and with reference to the **Education Inspection Framework, Ofsted 2023 and further guidance from November 2025**. Education inspection framework for September 2023 (HMG 2023)

All staff must read and be signed off on:

- Part One of Keeping Children Safe in Education 2025 (KCSiE), together with Annex B of KCSiE 2025
- DFE statutory guidance Working together to safeguard children 2023 (HMG 2023)
- 'What to do if you're worried a child is being abused: Advice for practitioners' (DfE March 2015).

Sensitivity to language: KCSiE uses 'victim' and 'perpetrator/alleged perpetrator' throughout, with a warning that such terms may not be helpful to use in front of or directly in addressing, children

We use children's names when speaking to them and referring to them. We say, 'reporting child' instead of 'victim', because a child may not see themselves as a victim. We say, 'reported child' when investigating incidents, rather than use labels like 'bully' or 'perpetrator'. ***These words and other terms are thoroughly investigated for their meaning and impact as part of the safeguarding curriculum in our school.***

Safeguarding is defined in Keeping Children Safe in Education 2025 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

'Children' includes everyone under the age of 18.

2. Statutory framework and content/location of embedded safeguarding.

2.1 The Education Act 2002 Section 175, *(Section 157 for Independent schools)* places a statutory responsibility on **the governing body** to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.2 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).**

2.3 Our school works in accordance with the statutory legislation and guidance contained in appendix 1.

2.4: Our Governing Body will ensure that children are taught about how to keep themselves and others safe, including online.

Relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils).

Preventative education is most effective in the context of our whole-school / college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment.

Our school/college has a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Forthcoming DfE guidance on Gender Questioning Children will be incorporated once published

Our programme is inclusive and developed to be age and stage of development appropriate (especially for our children with SEND).

3. School roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy. All staff in our school are familiar with the Newham Early Help Offer. The new structure for Early Help will be incorporated into the policy when released.

3.1 The Governing Body

The GB ensures that a strong Safeguarding culture is embedded within the school, that our commitment to keep our children safe is explicit and understood by all in the school community and that our practice reflects the GB's vision and values.

The GB ensures that all required policies relating to child protection and safeguarding (including Covid-19) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all GB's meetings. The policy is reviewed at least annually.

The GB ensures that the policies, procedures, practice and professional development and training in our school are effective and comply with the statutory requirements at all times. The GB will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

The GB ensures that there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their role, as set out in Keeping Children Safe in Education 2023. The link governor for safeguarding visits the school regularly for meetings with the DSL and to observe safeguarding in school at first hand. The DSL reports directly to GB on issues arising from their role which impact on the school.

The GB checks that safeguarding is included in **Behaviour, Online** and **all related policies including the staff Code of Conduct** and is highlighted in all policies as the overarching responsibility of all staff at all times, particularly in procedures involving sanctions or searches, in school and out.

The GB ensures that the school contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The GB ensures that all Governors, staff members and volunteers undergo appropriate safeguarding and child protection training that is regularly updated, at least annually, to provide them with the relevant skills and up to date knowledge to keep all our children safe.

The GB ensures that all staff have the knowledge, skills and understanding of children who have an allocated social worker. It recognises their additional vulnerabilities with those of looked after and previously looked after children and monitors school action with all these children to keep them safe. Virtual School Heads now also have responsibility for promoting the educational achievement of children in kinship care (KCSiE 2025).

The GB ensures that children are taught to keep themselves safe, including on-line, 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 RSHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The GB and school leadership team are responsible for maintaining 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.

We will conduct background checks through an online search as part of due diligence when shortlisting candidates; undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

The GB and school leadership team are responsible for the safeguarding of students placed in Alternative Provisions. Checks are place to ensure that placement establishments have all necessary safeguarding policies and procedures in place. Establishments are also be visited, and confirmation of vetting and safeguarding provided to main school. From September 2025, schools must obtain written confirmation of safeguarding checks from AP providers, monitor staff changes, and review placements at least half-termly.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable

to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: (KCSiE 2025)

September 2025 AP providers should have available safeguarding checks for schools on request and details of staff changes. AP providers should be aware of the school requirement to review placements at least half termly.

- Alternative Provision DFE statutory guidance, and
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance

3.2 The Designated Safeguarding Lead (and Deputy)

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. This includes a whole-school staff responsibility to support children affected by child on child abuse in all its forms, by following our protocol for listening, reassuring and reporting to allow the child to move on. The Designated Safeguarding lead (DSL) will ensure 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 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 for further information. Safeguarding risks now explicitly include misinformation, disinformation (fake news) and conspiracy theories, in line with KCSiE 2025. Use the DfE 'Plan technology for your school' tool to audit filtering and monitoring and follow DfE guidance on Generative AI: product safety expectations. Cybersecurity standards will be adopted to build resilience against cyber threats.

The Designated Safeguarding Lead (DSL) is a source of advice and support to other staff on all child protection matters and makes 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, the Channel programme and other agencies as required. If for any reason the Designated Safeguarding Lead (DSL) is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

The Designated Safeguarding Lead (DSL) will also be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The Designated Safeguarding Lead (DSL) will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can make to best support them.

The DSL will form a link with the Virtual School Head in the borough to communicate about children who are
LAC
CIN / CP
In Kinship Care (2025)

In addition, in most cases homelessness would be considered in the context of children living with their families, however the Designated Safeguarding Lead (DSL) will be alert that some children may be homeless independently and this will require a different level of intervention and support.

3.3 The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, the Headteacher ensures that all safeguarding policies and procedures adopted by the GB are followed by all staff.

The Headteacher will ensure that children are taught about safeguarding themselves and their peers, including e.g. the emotional impact of on-line nude image sharing, sexist abuse, body shaming or the sexual targeting of children with SEN or protected characteristics, as part of the broad and balanced curriculum. This includes covering relevant issues through Relationships, Sex and Health Education (RSHE) and through other curricular opportunities.

The Headteacher ensures that all pupils, individually or collectively through our school council are encouraged to promote the responsible use of social media, practical safety around the school and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong school safeguarding culture.

The Headteacher ensures that there is immediate access to an individual member of staff, appropriately trained, to listen, reassure and provide practical support to move on, for children at need in the school.

The Headteacher will make sure that s/he is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child and obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff – safeguarding children's futures

Everyone at our school has a responsibility to provide a learning environment in which our children can feel safe to learn and to ensure that every child has access to learning, even if circumstances preclude their physical presence in the school.

Staff 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 may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to use the portal to make a referral to the Newham MASH when there is a need to do so.

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 are being 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. We use the functions through the platform for online learning – Google classroom. The use of social media (WhatsApp, Twitter, FB etc) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support children and school council 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.

4. 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 can identify cases of children who may need 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.

Keeping Children Safe in Education (DfE, 2025)

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

- Physical
- Emotional
- Neglect
- Sexual

Our school is aware of the signs of abuse, 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 a number of specific types of abuse to which we are aware and especially alert.

4.1 Child on child abuse

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. This may include bullying (including cyber bullying); on-line verbal abuse; gender-based abuse; verbal sexist abuse; unwanted, unthinking or coerced nude or semi-nude image sharing; or sexually harmful behaviour. We do not tolerate any bullying, abuse or harmful behaviour in school and will take swift action to intervene where this occurs. Refer to our behaviour policy.

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. Staff are proactive and vigilant in recognising when a child may need to tell an adult of their choice about what is happening to them, will acknowledge how they feel and support them through the next steps of reporting to MASH, if that is what it takes to keep them safe. Our school staff understand the different gender issues that can be prevalent when dealing with child on child abuse.

Consensual image-sharing between older children of the same age may require a different response as it may not be abusive but the children still need to know that it is illegal and risky not to respect someone else's privacy as well as jeopardising their future career opportunities, for example.

4.2 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 will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at Sir John Heron Primary School.

An example of such harassment is '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 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our school manages such incidences 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. Pupils initiating such abuse or sexualised behaviour will be subject to an **AIM risk assessment** or Brook Traffic Lights (for EY and KS1) which will inform a safety plan for everyone involved, including themselves. This is in line with NSCP and Newham safeguarding policy. There may be further steps in our response including referrals to MASH to access Health and other specialist interventions for the reported child.

4.3 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 when 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 disability, without further exploration;
- Being more prone to peer group isolation than other children;
- Instances of child on child sexual abuse where the reported child/ren will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND and /or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers;
- Communication barriers that make telling an adult difficult;
- The requirement of personal or intimate care.

Our school takes into consideration these additional vulnerabilities and challenges and staff are proactive in safeguarding all our vulnerable children.

4.4 Children absent from and missing from education (CME) or Children Missing Out of Education (CMO)

Children being absent from education for prolonged periods, unexplainable and/or persistent absences from education 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 or college'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.

Further statutory guidance, information and support, includes:

Working together to improve school attendance - GOV.UK (www.gov.uk)

Children missing education - GOV.UK (www.gov.uk)

Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK (www.gov.uk)

Missing Children and Adults strategy - GOV.UK (www.gov.uk)

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

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 should always inform us of the reason for any absence. Where contact is not successfully made, a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), Social Care or Police).

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 days or more in line with the requirements for Children Missing Education.

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

Where parents inform us of their intent to 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.

Children who are absent and for who we are unable to contact for a maximum of three days will be visited at home for a welfare check.

4.5 Contextual safeguarding

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)

4.5.1 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 and young people 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 pathways or a direct referral using the National Referral Mechanism for human trafficking.

4.5.3 Serious Violence

There are a number of indicators, which may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

4.6 Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

4.6.1 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. 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 Connect.

4.6.2 Forced marriage

A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.'

https://www.gov.uk/government/publications/forced-marriage-resource-pack

4.7 Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. 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.

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 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 referral pathways.

We use the National Crime Agency's CEOP Education Programme to inform and support work in school.

4.8 Mental Health and Wellbeing

(KCSiE 2025)
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 can in some cases be an indicator that a child has or is suffering from or at risk or abuse. Staff are able to 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 (Beccy Werrin) will be informed.

Our school works to 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 a child's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but 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 mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child 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 found to be self-harming the Designated Safeguarding Lead (DSL) or Mental Health Lead will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

4.9 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Our school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

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.

5. Procedures

5.1 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 immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead. Concerns about a child at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Leads.

5.2 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, 2025)
- Working Together to Safeguard Children (DfE, 2023)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

5.3 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.

5.4 Practice when Police are called to the school.
Before calling police to the school, the DSL and senior staff 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 staff considering police intervention to be necessary:

- To consult the DSL and Head TeacherDeputy about the reason to involve the police.
- A child will not be searched on site by the police.
- A child will not be taken offsite to a police station without an appropriate adult (i.e DSL) being present if their parent cannot accompany them.

In the event that a child is interviewed on site by police, the 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. Appropriate Adult | Youth Justice Legal Centre (yjlc.uk); Appropriate Adult Guidance (publishing.service.gov.uk) *(role and responsibilities of an Appropriate Adult).*

No child / student 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.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH 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 MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

5.5 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 re-consideration 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 school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to access the portal.

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 to appropriate areas.

Early Help:

All staff should be alert to the potential need for early help for a child who:

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- has a disability or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care plan or not)
- 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
- 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

Newham Early Help Strategy – see appendix 4

6. Training

When new staff, 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 Deputy and how to share concerns with them.

The Designated Safeguarding Lead (DSL) and Deputy undertake child protection training appropriate to the role at every two years as a minimum. The Headteacher, all staff members and governors receive appropriate child protection training that is updated yearly and through continuing updates via meetings and notifications. 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
Deputy also undertake training in inter-agency working and other matters as appropriate.

All agency staff must complete the school safeguarding induction programme before starting work in the school, which prioritises safeguarding practice and appropriate language to be used in school
Certificates for Positive Handling training and the date of the last refresher are part of the recruitment process.

All staff should have and be updated regularly via meetings/emails.

6.1 Positive Handling and de-escalation practice keeps children and staff safe in school. This is refreshed every 3 years and is undertaken by all staff in a rolling programme which builds a collegiate responsibility for everyone's safety and wellbeing.

6.2 Prevent training annually

6.3 Specific safeguarding issues – Child on Child abuse / FGM etc.

6.4 Online Safety

7. Professional confidentiality

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or children) 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 Deputy 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.

8. Records and information sharing

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. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 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 on CPOMS after reporting the concern to a DSL **in person**, noting what was said or seen, using a body map to record if appropriate, (see Appendix 4) with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken and the rationale for said action. This is then presented to the Designated Safeguarding Lead (DSL) or Deputy, who will decide on the appropriate action and record it accordingly.
All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic) KCSiE (2025)

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth, or until they transfer to another school or educational setting. We acknowledge the guidance for transferring records as below.

Where a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded or transferred electronically through CPOMS the new educational setting with notice given to the receiving DSL. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) who will need to provide a receipt, which is recommended to be an email. If paper files are sent they will be securely sealed and sent, under arrangements for immediate return if delivery to the receiving school's DSL/Head Teacher is not possible. A receipt is expected.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them

put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Transferring settings do not need to keep copies of child protection files, but if they do they must be kept in accordance with data retention (and for the shortest practical time).
In CP cases where there may be ongoing involvement from transferring settings, for example **if any siblings still attend your setting**, DSLs may wish to take copies of chronologies. Electronic systems may have an option to link this information.
If a child who is subject of a child protection plan leaves your setting and you are unaware of the name of the child's new education placement, you should contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.
(Newham LA Safeguarding)

Where a child joins our school, we will request all child protection records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Newham Education Safeguarding Officer.

9. Inter-agency working

Our school will be pro-active and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report is submitted to any child protection conference or core group meeting 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, mental health and 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 waiting for the next meeting 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 who is being, 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 an appropriate referral using the Newham referral pathway.

10. Allegations about members of the workforce

The aim of our school is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook and Code of Conduct. We do, however recognise that sometimes allegations of abuse are made and when

they occur, they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our school takes all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

When new staff, 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 Deputy and how to share concerns with them.

Supply staff, whilst not employed by the school are under the supervision, direction and control of the governing body when working in the school. If we receive an allegation about an individual that is not directly employed by the school for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and LADO to manage the process.

We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email lado@newham.gov.uk

If an allegation is made or information is received about any member of staff or volunteer who works with children 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; or
- behaved in a way that indicates they may not be suitable to work with children;

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair. The Headteacher or Chair of Governors will seek advice from the LADO within **one working day**. **No member of staff will undertake further investigations before seeking advice from the LADO.**

All concerns will be shared initially with the LADO, to determine whether a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) meets or does not meet the harm threshold. In the latter case the concern will be shared in accordance with our **low-level concerns policy**.

(THE ONLY PERSON WHO CAN DECIDE IF A CONCERN IS LOW LEVEL IS THE LADO ALWAYS ASK FOR A CONSULTATION)

Low Level Concerns

For the purposes of this policy (KCSIE 2025), 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
Reporting: All staff must share low-level concerns with the Headteacher. Concerns about the Headteacher 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.

Further details can be found in our Recruitment Policy and in Part four of Keeping children safe in education - GOV.UK (www.gov.uk).

The concern, which is raised, might not meeting the LADO Threshold and could be passed on to the Education Safeguarding Team for consideration and support (education.safeguarding@newham.gov.uk).

Any member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly. Please refer to section 11 of this policy.

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 the HR department.

11. Whistleblowing

Whistleblowing is defined as '*making a disclosure in the public interest'* and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the 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). 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 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

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

Our Recruitment policy refers to outcomes to protect staff when allegations against them have been found to be false or unfounded (KCSiE 2025).

Appendix 1 - Statutory framework and content/location of embedded safeguarding

Policy / Legislation	Hyperlink
Keeping Children Safe in Education (HMG, 2025)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Education Inspection Framework (September 2023)	https://www.gov.uk/government/publications/education-inspection-framework
London Child Protection Procedures	http://www.londoncp.co.uk/
Regulated Activity in Relation to Children (2012)	https://www.gov.uk/government/publications/dbs-regulated-activity-in-relation-to-children--2
Working Together to Improve School Attendance (2024)	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
Working Together to Safeguard Children (HMG, 2023)	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Education Act 2002	https://www.legislation.gov.uk/ukpga/2002/32/contents
Domestic Abuse Act 2021	https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted
Modern Slavery Act 2015	https://www.legislation.gov.uk/ukpga/2015/30/contents/enacted
What to Do If You're Worried a Child Is Being Abused (HMG, 2015)	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused
Counter-Terrorism and Security Act (HMG, 2015)	https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted
The Prevent Duty – Departmental Advice for Schools and Childcare Providers (DfE, 2015)	https://www.gov.uk/government/publications/prevent-duty-guidance
Prevent Duty Guidance for Further Education Institutions (HMG, 2024)	https://www.gov.uk/government/publications/prevent-duty-guidance
Serious Crime Act 2015	https://www.legislation.gov.uk/ukpga/2015/9/contents/enacted
Sexual Offences Act 2003	https://www.legislation.gov.uk/ukpga/2003/42/contents

Voyeurism (Offences) Act 2019	https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted
Information Sharing Advice for Practitioners (DfE, July 2018)	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
Education (Pupil Registration) Regulations 2006	https://www.legislation.gov.uk/uksi/2006/1751/contents/made
General Data Protection Regulation (UK GDPR, 2018)	https://www.gov.uk/data-protection
Searching, Screening and Confiscation (DfE, 2018)	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Use of Force – DfE Guidance	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Children Act 1989	https://www.legislation.gov.uk/ukpga/1989/41/contents
Children Act 2004	https://www.legislation.gov.uk/ukpga/2004/31/contents
Children and Social Work Act 2017	https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted
Homelessness Reduction Act 2017	https://www.legislation.gov.uk/ukpga/2017/13/contents/enacted
Preventing and Tackling Bullying (DfE, 2017)	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Female Genital Mutilation Act 2003. (Also S4.Serious Crime Act)	https://www.legislation.gov.uk/ukpga/2003/31/contents
Advice on Whistleblowing in Maintained Schools (DfE, 2014)	https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools
COVID-19 Rules in Schools (July 2023)	https://educationhub.blog.gov.uk/2023/07/06/what-are-the-latest-rules-around-covid-19-in-schools-colleges-nurseries-and-other-education-settings/

Logging a concern on CPOMS

1, To add a new incident to the system click on the 'Add Incident' button, available to the top left of your dashboard.
You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.

2. Student

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. If you select the wrong name click on the 'x' delete button to choose an alternative student.

3. Incident

Fill in the 'Incident' text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.

4. Categories

Once you have filled in all of the details about the incident, you need to select at least one category to assign it to. If there is an overlap you may select more than one.

5. Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.

6. Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident text. This will default to our 'Body Map'.

7. Date/Time

Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

8. Status

You may set the 'Status' of the incident to 'Active' or 'Closed'.

9. Assign to

You may also assign an incident to a specific staff member (Key Holders Only) if they will be dealing with it, by selecting their name in the 'Assign to' field. The chosen user will then receive an email notification to alert them to this and the incident will appear in the 'My Assigned' area of their dashboard until the incident status changes to 'Closed'

10. Files

If you would like to attach a file/ document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your

folders into the area to upload.

11. Alert Staff Members

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

12. Agency Involved

You can also add any agency names to the incident to make others aware of which agencies are involved with this incident/ pupil.

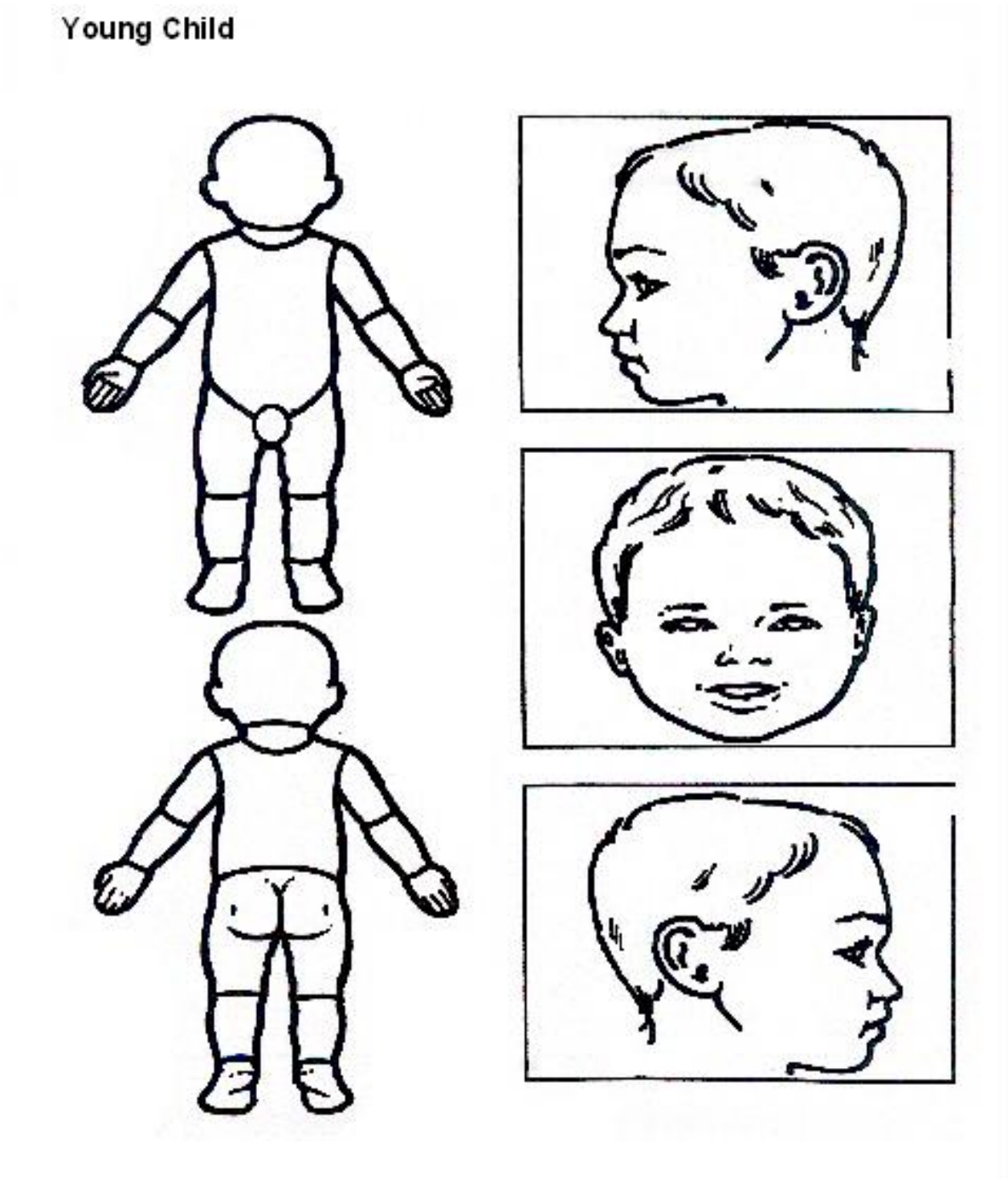
13. Once all of the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

Appendix 3

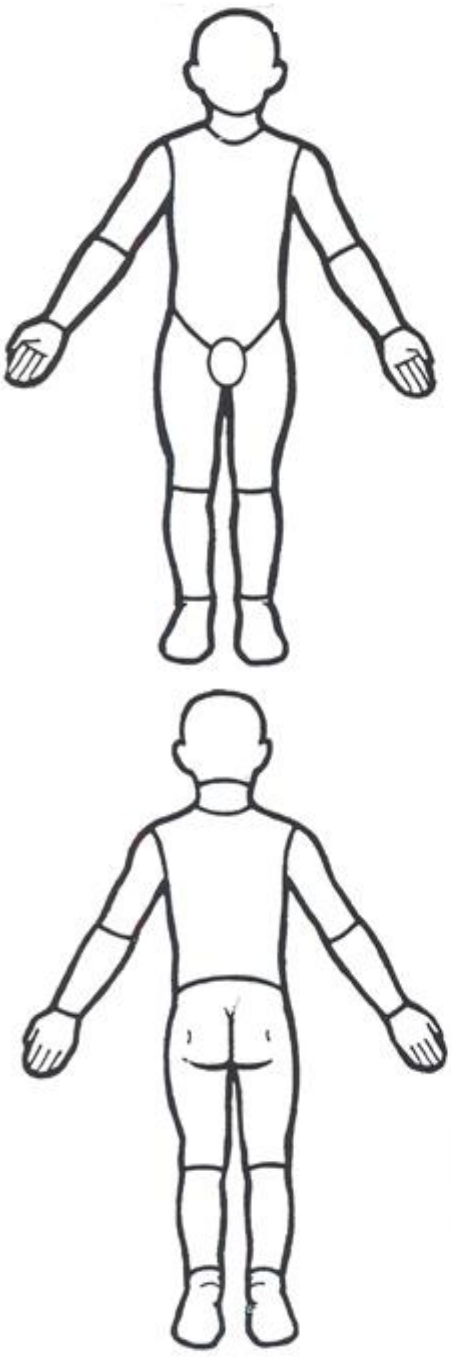
Key Contacts

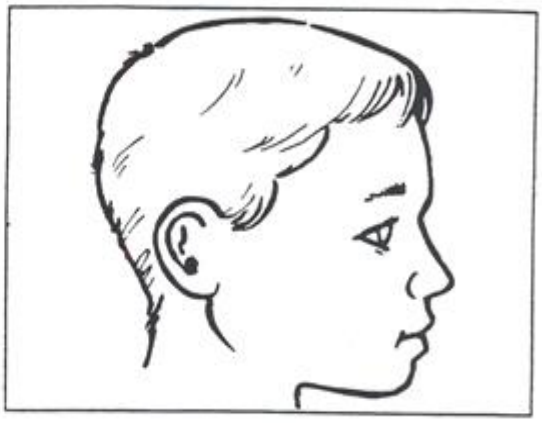
Designated Safeguard Leads	Nazia Ishaq Neil Kundu		
Deputy DSL	Habibah Shah Cecillia Bekker		
Safeguard Governor	Jannat Haider	02085149860	info@sirjohnheron.newham.sch.uk
LADO	Nick Pratt	020337338034	CPRT.DUTY@newham.gov.uk
Newham MASH		02033734600	MASH@newham.gov.uk
Newham MASH Online portal		https://azcareportal-live.newham.gov.uk/aztriageportal/jsp_mash/admin/login.jsp	
Emergency out of hours team (after 5pm)		02084302000	***999 if an emergency***
NSPCC Whistleblowing		08000280285	help@nspcc.org.uk

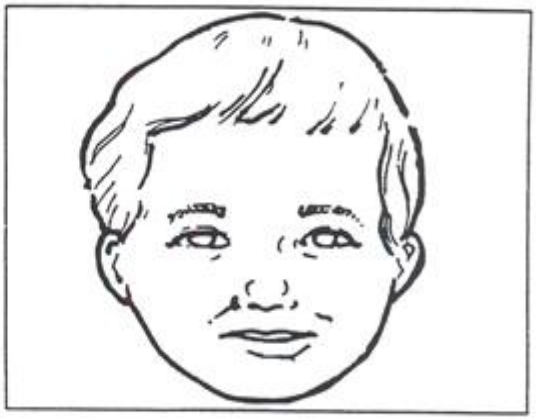
Appendix 4 –Body Plans

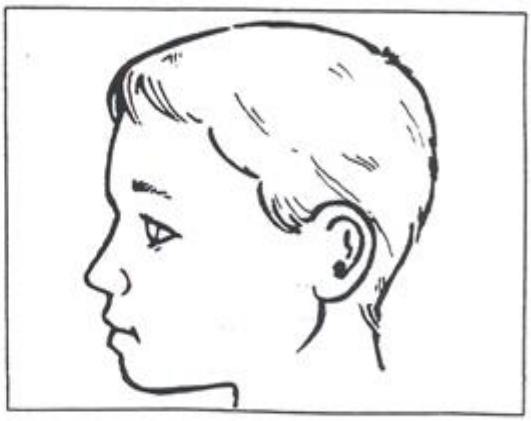


Older Child









Appendix 5 - Safeguarding and Education Resources

Resource	Description / Notes	Link
Keeping Children Safe in Education (KCSIE) 2025	Statutory guidance effective from 1 September 2025. Includes updates on RSHE, gender questioning, and mandatory reporting.	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Working Together to Safeguard Children (HM Government, 2023)	Multi-agency statutory guidance for safeguarding children.	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Working Together to Improve School Attendance (DfE, 2024)	Statutory from September 2025; outlines expectations for attendance management.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
Alternative Provision – DfE Statutory Guidance	Updated 5 February 2025, this guidance applies to all educational settings providing alternative provision (AP), including PRUs, academies, and independent providers. It outlines responsibilities for exclusions, behaviour interventions, and unregistered AP use .	https://www.gov.uk/government/publications/alternative-provision
Education for Children with Health Needs Who Cannot Attend School – DfE Statutory Guidance	Updated 14 December 2023, this guidance explains how local authorities must ensure children with health needs receive suitable education. It applies to children of compulsory school age who cannot attend school due to illness or disability .	https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school
DfE: Generative AI – product safety expectations	Guidance on safe use of generative AI in educational settings.	https://www.gov.uk/government/publications/generative-ai-product-safety-expectations
UKCIS: Education for a Connected World	Age-appropriate framework for teaching online safety.	https://www.gov.uk/government/publications/education-for-a-connected-world
NPCC: When to call the police – guidance for schools and colleges	Practical advice on when police involvement is appropriate.	https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf
CSA Centre – resources on child sexual abuse and	Specialist materials and training on CSA and HSB.	https://www.csacentre.org.uk/

harmful sexual behaviour		
CSA Hub	Centralised access to CSA-related tools, guidance, and support.	https://www.csahub.org.uk
The Children's Society – Preventing Child Sexual Exploitation guidance	Guidance to help identify and prevent child sexual exploitation.	https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation
Lucy Faithfull Foundation – 'Shore Space'	Confidential support for concerns about sexual behaviour.	https://www.lucyfaithfull.org.uk/shore-space.htm
KCSIE 2025 Webinars	Free webinars to support implementation of the new guidance.	https://safeguarding.network
KCSIE Knowledge Check	Verifies staff understanding of KCSIE 2025 and related policies.	https://safeguarding.network
Mandatory Reporting Implementation Pack	Tools to support rollout of mandatory CSA reporting.	https://safeguarding.network
Two-Year Rolling KCSIE Curriculum	Bite-size training modules for whole staff teams.	https://safeguarding.network
State of Childhood Vulnerability Report (2025)	Highlights post-pandemic challenges for vulnerable children.	https://centreforyounglives.org.uk
Youth Endowment Fund – Beyond the Headlines 2025	Trends in youth violence and safeguarding implications.	https://youthendowmentfund.org.uk
Online Harm in Schools – POSH Annual Report 2024	Insight into digital safeguarding challenges.	https://saferinternet.org.uk
Newham Early Help Offer (to be updated 2025)	Support for families and students in Newham	http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf Newham Families Local Offer
Prevent Referral (2025)	How to refer a student to prevent	Making a referral to Prevent - GOV.UK
Contextual Safeguarding	Resources and advice for contextual safeguarding	https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding