



**Nelson Primary School**

Inspiring Ambition, Achieving Success

# **Child Protection Policy (Safeguarding Children)**

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**Written January 2010**

**Updated January 2011**

**Updated and agreed by governors March 6<sup>th</sup> 2013**

**Updated September 2014**

**Updated June 2015**

**Updated January 2017**

## Rationale

Safeguarding is not just about protecting children from deliberate harm, it relates to all areas of life both in and out of school including:

Children missing from education

Health and safety

Medical conditions

Educational visits

Intimate care

Extremism and Radicalisation

Gang activity

Trafficking

Forced marriage

Female Genital Mutilation (FGM)

Abuse linked to faith or belief

Sexual exploitation

Bullying by adults

Bullying – peer on peer abuse

Safer recruitment

Online safety,

First Aid

Children Looked After

Safeguarding pupils with Special Educational Needs and/or Disability (SEND)

Managing behaviour including using reasonable force

Nelson Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

Nelson Primary School is committed to fulfilling our commitment to safeguarding and promoting the welfare of children. Our policies for **Safeguarding Children, Health and Safety, Behaviour** and **Anti-Bullying** are clear and are followed by all staff.

## Introduction

The Governing Body has a legal duty to monitor the school's arrangements for safeguarding and to ensure there are appropriate procedures in place to identify, assess and support those children who are, or may be, suffering abuse.

Our Child Protection policy is written with due regard to the national guidance "Safeguarding Children and Safer Recruitment in Education" published by the Department for Children Schools and Families in January 2007, as well as 'Keeping children Safe in Education' updated 2016. This policy will be reviewed each time any subsequent guidance is issued by the Secretary of State. Our school procedures for child protection procedures comply with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Newham Local Safeguarding Children Board are available from:

<http://www.newham.gov.uk/HealthAndSocialCare/NewhamLocalSafeguardingChildrenBoard.htm>

## Guidance for all staff who come into contact with children

Safeguarding (as defined in the London Child Protection Procedures 3rd Edition) is taken to mean that all agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children is minimised. Where there are concerns about children

and young people's welfare, all agencies should take appropriate actions to address those concerns by working to agreed local policies and procedures in full partnership with other agencies.

We recognise that all staff and governors have a duty to protect our pupils from harm and that the child's welfare is our paramount concern. School staff should provide a positive, caring, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

"Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.

Further guidance on all aspects can be found in the document Working Together to Safeguard Children updated March 2015:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

### **The aims of this policy are:**

- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, confident, valued and respected.
- To ensure that children know there are adults in school who they can approach if they are experiencing difficulties.
- To raise the awareness of all teaching and nonteaching staff of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of neglect or abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in order to safeguard pupils.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected neglect or abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who come into contact with the children have been checked for suitability. This includes other community users of our facilities.

### **Procedures**

Our school procedures for safeguarding children will be in line with Newham LA and London Safeguarding Children Board Procedures.

We will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Person for child protection (**Mrs. Fiona Cullen – Headteacher**) and two other members of staff who act in the Designated Person's absence (**Ms. D. Osborne and Mrs. A. Thorne – Assistant Headteachers for Inclusion**). These designated persons receive Level 2 Child Protection Training at least every two years as well as other training to update their knowledge and skills at least annually.
- One of the designated safeguarding leads is available at all times that the school is open to enable other staff to discuss their concerns.

- We have a Concerns Team consisting of Fiona Cullen (Designated Person), Jo Cull (Deputy Headteacher) Deena Osborne and Ann Thorne (Inclusion Managers and deputy designated teachers for child protection), Jackie Wiggins and Shirley Hunter (Pastoral Support Workers) and Jennifer Wheeler (Family Support Worker). (All) Members of the Concerns Team have received a minimum of Basic Child Protection Training.
- All members of staff are provided with training by the Designated Person, at the beginning of each academic year, as well as safeguarding INSET and updates by email during the school year, in order to ensure that staff keep abreast of changes in legislation and responsibilities.
- New staff receive an induction programme that includes school child protection procedures and their responsibilities in order to safeguard the children.
- All members of staff, volunteers, and governors receive training on how to share child protection concerns or respond to a pupil who discloses neglect or abuse, and the procedure to be followed in appropriately sharing a concern with the designated safeguarding leads.
- All parents are made aware of our commitment to child protection. This is the statement that appears in the school prospectus:  
*Nelson Primary School is committed to ensuring the welfare and safety of all children in school. All Newham schools, including Nelson Primary School, follow the London Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.*
- Measures are taken to ensure that only known or agreed adults are able to collect children from school.
- Our selection and recruitment policy includes all appropriate checks on staff and governors' suitability including Disclosure and Barring Service (DBS) checks. The name of any member of staff considered not suitable to work with children will be notified to the DfES Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.
- Our procedures will be annually reviewed and updated.
- The name of the Designated Person will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected neglect or abuse.

## Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children and have a Designated Person (Mrs. Fiona Cullen – Headteacher) who is responsible for:

- Ensuring the maintenance of the Single Central Record to include all Safer Recruitment checks, including DBS, Section 1 – 8 prohibition checks and any checks carried out on volunteers using Newham Partnership Working (NPW). It is regularly monitored by the Head Teacher and the Chair of Governors (Diana Green).
- Ensuring that all members of school staff are aware of this policy and know how to recognise and refer any concerns.
- Ensuring that there is regular monitoring of vulnerable pupils including those with Child Protection Plans or those children who are Looked After.
- Making appropriate and timely referrals for protection, support or early help for children at risk and vulnerable families. Where child protection concerns are urgent, referral will be made by immediate telephone call to the appropriate Social Services office. A written record of the referral will be emailed to Social Services or delivered via the online portal.

- Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral. These are kept on the admin computer system. Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Attending case conferences, LAC reviews, family support meetings, core groups, or other multi-agency planning meetings (or delegating this requirement to another appropriately informed member of staff), contributing to the Framework for Assessments process, and providing a report which has been shared with the parents.
- Ensuring that any pupil currently on a child protection plan who is absent without explanation for two days is referred to their key-worker's SSD Team.
- Providing an annual report for the governing body, with details of any changes to the policy and procedures; training by all staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to SSD and on a child protection plan (anonymised).
- Keeping themselves abreast of issues which will enable them to fulfil their role; including attending relevant training provided by the Newham Area Child Protection Committee, or the LA.
- Providing Care Plans with for those with medical conditions and arranging alternative menus for children with food allergies.

### **Supporting Children**

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, blame him/herself and find it difficult to develop and maintain a sense of self worth. The school may provide the only stability in the lives of children who have been abused or who are at risk of harm. The behaviour of a child in these circumstances may range from that which is perceived to be appropriate, to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying SSD as soon as there is a significant concern.
- Ensuring that the designated teacher for Children Looked After (CLA), Deena Osborne, works closely with the 'virtual school' for CLA to provide support for these vulnerable children and makes optimum use of the Pupil Premium Grant.
- Ensuring that our Education Welfare Officer and relevant staff are made aware of all CLA in the school.
- Acquiring information from previous schools regarding safeguarding concerns, SEN and/or medical conditions prior to admission.
- Writing and maintaining Care Plans for children with known medical conditions in conjunction with medical professionals.
- Where medication is administered in school, on medical advice, it is kept in a secure place with a record of administration. Prescribed inhalers for asthma are kept in Reception. Epi pens are kept in marked boxes that are clearly visible in the Reception area and key staff are trained in emergency procedures. This is in line with the recommendations of medical professionals.
- There are a number of qualified First Aiders in the school, including paediatric care, and their training is regularly updated.
- For pupils requiring intimate care two members of staff are present for any toileting or hygiene duty.

- Providing continuing support to pupils who leave the school by ensuring that any concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency.

## Confidentiality

We recognise that all matters relating to child protection are confidential and therefore:

- The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a "need to know" basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing, or that of another person.
- We will always share our intention to refer a child to SSD with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the District Office of SSD on this point.
- Information will be shared between agencies where not doing so may cause a child to come to harm. At this time child protection responsibilities will supersede data-protection concerns.

## Extremism and radicalisation

**From 1 July 2015 all schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, 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.**

Extremism refers to views and actions that promote:

- Violence against others
- Hatred towards others
- Undermining the rights of others

At Nelson Primary School, we are clear that extremism and radicalisation should be viewed as safeguarding concerns. While we value freedom of speech and the expression of beliefs for both pupils and adults, we understand that any manipulation or exploitation of our children through the normalisation of extreme views could leave them vulnerable to radicalisation. Any concerns around extremism and radicalisation will be responded to by the use of our safeguarding procedures and the involvement of our partner agencies.

Staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Children at risk of radicalisation may display different signs or seek to hide their views. School staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The Prevent duty does not require staff to carry out unnecessary intrusion into family life but as with any other safeguarding risk, all staff take action when they observe behaviour of concern. At Nelson Primary School we aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling children to challenge extremist views. We understand that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, we provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments at an age appropriate level.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

## Gangs

Young people in gangs are often vulnerable individuals who can be both perpetrators and victims of harm. Nelson Primary School will endeavour to discourage children from joining gangs and to safeguard children already involved or at risk of harm from gang activity. School is able to offer 'wrap around' care where a child is considered at risk of involvement in gang activity. However, addressing the problem of gang involvement is a multi-agency issue. It must be tackled through partnership working and information-sharing to safeguard young people at risk of gang-related harm.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity>

### **Trafficking**

Trafficking can be defined as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat, use of force, coercion, abduction, fraud, deception, abuse of power or for financial gain for the purpose of exploitation.

Our admissions process ensures that where trafficking is suspected, the relevant authorities are contacted and reports are made.

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

### **Abuse linked to faith including FGM and forced marriage**

At Nelson Primary School, we are aware that some pupils may be at risk of abuse linked to faith – which may include FGM and forced marriage. It is a mandatory requirement that we report any concerns related to FGM to the relevant authorities.

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

<https://www.gov.uk/forced-marriage>

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

### **Sexual Exploitation**

Nelson Primary School recognises that sexual exploitation of children and young people has been identified throughout the UK, in both rural and urban areas, and in all parts of the world. It affects boys and young men as well as girls and young women. It robs children of their childhood and can have a serious long-term impact on every aspect of their lives, health and education. It damages the lives of families and carers and can lead to family break-ups. Sexual exploitation of children and young people is unacceptable and we will do all we can to help eradicate it by following the safeguarding procedures outlined in this policy.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

### **Children missing from education**

The school monitors the attendance of individual pupils and unexplained absences are followed up according to our attendance policy.

Children whose whereabouts cannot be traced are reported to the local authority Attendance Management Service (AMS)

### **The fabrication or induction of illnesses in children.**

Although the fabrication or induction of illness in children is a relatively rare form of child abuse, where the school suspects this is the case, we will work with health care professionals, in order to evaluate all available evidence. As with other forms of abuse, we will report any concerns of this nature to the relevant services.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

### **Providing Support to Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing debriefing opportunities with the Designated Person and to arrange further support as appropriate.

The school policy on safeguarding, including that on intimate care, forms part of staff induction and is referred to in the staff handbook. We also recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by the LA.

### **Allegations against staff**

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice and describes the circumstances which should be avoided in order to limit complaints against staff. All school staff should guard against placing themselves in a vulnerable position.

However, in the event of a complaint against a member of staff being made, the school will follow the LA procedures for managing such allegations. A copy of the procedures can be found in the Headteacher's office. It is the duty of any member of staff who receives a complaint about another member of staff to immediately inform the Headteacher or the most senior teacher in the Headteacher's absence. In all such circumstances the Headteacher or most senior teacher will discuss the content of the allegation with the LA Designated Officer.

Where the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult without notifying the Headteacher first.

Suspension of a member of staff against whom an allegation has been made will always require careful consideration.

### **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of

colleagues. If necessary, they should speak to the delegated Safeguarding Governor or LA Designated Officer (LADO).

The 'NSPCC Whistleblowing Advice Line' offers free advice and support to professionals with concerns about how child protection issues are managed in the school.

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

### **Physical Intervention/Positive Handling**

- Our policy on physical intervention is one of positive handling and de-escalation techniques will always be used to prevent the need for handling, if possible.
- Key members of staff who are likely to need to use physical intervention are appropriately Team Teach trained.
- Positive handling is only used where a child's behaviour may be deemed a danger to themselves or others. Handling of children will always be necessary and proportionate.
- Any incidents that involve handling will be recorded in our bound and numbered book held in the Inclusion office. All records of handling will be signed by a witness.
- Where there is a history of a child needing support through positive handling, a risk assessment will be completed and reviewed as appropriate.
- We understand that physical intervention of a nature which could cause injury to a child may be considered under child protection or disciplinary procedures.

### **Anti-Bullying, Online-Safety and Peer-on-Peer Abuse**

The prevention and management of bullying, including cyber bullying and bullying related to gender or disability, is set out in separate policies and acknowledges that to allow or condone bullying may lead to action under child protection procedures.

Staff are aware of the effects of peer-on-peer abuse including that taking place through multi-media. The school will ensure that online safety is taught at an age-appropriate level in relevant lessons and assemblies to empower children to report such abuse. Advice is given to parents in parental meetings as well as on an individual basis when needs are evident. The school currently uses the London Grid for Learning filtering and monitoring systems to ensure safe internet use in school.

### **Racist Incidents**

Our policy on racist incidents is set out in our equality duty and anti-bullying policy. Repeated racist incidents or a single serious incident may lead to action under child protection procedures. All racist incidents reported will be dealt with appropriately and recorded in a central log.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing effective lines of communication with trusted adults and supportive friends.

The school community will therefore:

- Establish and maintain a whole-school ethos which enables children to feel secure and encourages them to talk in the knowledge they will be listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

- Report concerns related to sexual exploitation, domestic violence, substance misuse, FGM (see below) and issues relating to gang activity or youth violence to the local authority.

## **Health & Safety**

Our Health & Safety policy, set out in a separate document, details the ways in which we protect our children physically, both within the school environment and outside the school when participating in educational visits. In school, no child should be in a class / or hall without adult supervision. Children finishing work or helping should go to reception where they will be met by their teacher.

## **Special Educational Needs and Disability**

Being aware that pupils with SEND face additional safeguarding risks as a result of their vulnerability which could include poor communication skills, challenging behaviour, mobility and sensory impairment.

## **Physical Intervention/Positive Handling**

Our policy on physical intervention is one of positive handling. Staff who are likely to need to use physical intervention are appropriately trained. Positive handling is only used where a child's behaviour may be deemed a danger to themselves or others. Such events should be recorded and signed by a witness. Where there is a history of a child needing support through positive handling, a risk assessment will be completed and reviewed as appropriate. We understand that physical intervention of a nature which could cause injury to a child may be considered under child protection or disciplinary procedures.

## **Mobility Assistance**

There are some children who may need support which entails moving and handling. Any arrangements for moving and handling will be carried out in full compliance with all relevant health and safety at work legislation which includes the following:

- Health and Safety at Work Act 1974
- Manual Handling Operations Regulations 1992
- Lifting operations and Lifting Equipment Regulations 1998
- Provision and Use of Work Equipment Regulations 1998
- Equality Act 2010

When a child's needs suggest that moving and handling may be necessary in school, one of the Inclusion Manager's will follow the following procedure:

- Complete an Initial Support Request ( Appendix A).
- Inform the parents/carers that a Moving and Handling Risk Assessment for their child is going to take place (Appendix B).
- Ensure the recommendations of an external assessor for Moving and Handling are included on the child's Care Plan.

## Recruitment & DBS checks

Safer Practice in recruitment means thinking about and addressing issues to do with child protection, safeguarding and promoting the welfare of children at every stage of the process through:

- The use of the LA application forms.
- Job descriptions which make reference to the responsibility for promoting the welfare of children.
- The collection of comprehensive information on candidates, including checks on individuals who have lived or worked outside the UK, with discrepancies or anomalies resolved.
- Obtaining proof of identity.
- Proof of academic qualifications.
- Professional and character references that answer specific questions in order to assess an applicant's suitability to work with children.
- A face to face interview that assesses the candidate's suitability to work with children and their suitability for the post.
- Scrutiny of employment history.
- DBS checks
- List 99 check.
- Health
- A Recruitment and Selection Checklist (Appendix 1) will be used for all appointments.

Please note: from 1.12.12: **Criminal Records Bureau (DBS) is merged with the Independent Safeguarding Authority (ISA) to become the Disclosure and Barring Service (DBS).**

The DBS was established under the Protection of Freedoms Act 2012 and will provide a joined up service to combine both the criminal records and barring functions (VBS – Vetting and Barring). It contains all of the new safeguarding and vetting requirements that will affect individuals in sport and recreation organisations who have contact with children and vulnerable adults.

**The DBS checks will now be replaced with DBS checks.** Existing CRB disclosures remain valid until their normal renewal date (after three years).

The Government's Department for Education (DfE) has issued supplementary advice to its "Keeping Children Safe in Education" statutory guidance. This supplementary advice details the requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006. The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant setting, including in schools.

All staff and volunteers who work at Nelson Primary School will be required to complete the additional information form. However, there is no legislative requirement for school governors to provide this information.

## Volunteers

All volunteers who work alone with children in school are subject to a DBS check and a central record is maintained and regularly updated. Parent volunteers are supervised by school staff.

### **Regulated Activity**

Regulated activity in the school relates to adults engaged in work regularly or in four or more days in a thirty day period as well as those engaged in work for, or in connection with, the school. These adults, although not necessarily working directly with children, could have the opportunity, in their work, to have contact with the children.

Adults engaged in 'regulated activity' require enhanced DBS checks.

### **Photography/Digital Imagery**

The use of digital imagery is a valuable resource for capturing significant events and recording the achievements of pupils in our school. We request parental permission to collect digital evidence of pupil performance/achievement on admission.

We also recognise that parents and carers, themselves, may wish to photograph or video their children during school concerts, assemblies and productions. The following procedures are aimed at safeguarding against the inappropriate use of digital imagery:

- Parents complete Digital Image Licence Form for each event attended. (see Appendix 2)
- On receipt of form, parents/carers are provided with a pink sticker which indicates that they have acquired a Digital Image Licence.
- Any adult seen filming or photographing a child/children without the required sticker will be challenged and asked to complete the Digital Image Licence agreement.

### **Permanent and long-term agency staff working in school**

All permanent and long-term agency staff wear photographic identity badges. The badge also enables them to access the school buildings and grounds.

### **Temporary staff working in school**

The school requires evidence from agencies such as Newham Direct Services or supply agencies that all staff employed by them and working in the school have been DBS checked. The school verify the DBS and photographic identification on arrival at the school. All visiting staff are required to sign the e-safety and acceptable use of Internet contract.

### **Outside agencies working in school**

Professionals who visit the school must have a current DBS and are required to bring photographic identification and sign in and out of the building using the Visitors Book.

### **Visitors to school**

Visitors are required to sign the Visitors Book and wear a Visitors Badge.

### **Governors**

Governors are required to be DBS checked on appointment and a register is maintained by the Clerk. Diana Green is the member of the Governing Body who is designated the link governor for safeguarding children.

### **Record keeping**

A register is maintained by the administration staff of all staff who work at the school.

## **Policy Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy.

Fiona Cullen  
**Head Teacher**  
**January 2017**

## **Appendix 1**

### **Recruitment and Selection Checklist**

#### **Planning**

Timetable decided: job specification, description and other documents to be provided to applicants; reviewed and updated as necessary. Standard Newham application form is used for all vacancies. School volunteer application form used for all volunteers.

#### **Vacancy advertised**

Advertisement includes reference to safeguarding and promoting welfare of children and the need for successful applicant to have an enhanced DBS check.

#### **Applications on receipt**

Scrutinised – any discrepancies/anomalies/gaps in employment noted and are explored if candidates considered for short listing.

## **Shortlist Prepared**

### **References**

Must include present/most recent employer. Sought directly from referee.

Checked against information on application; any discrepancy/issue of concern noted to take with applicant (at interview if possible)

### **Invitation to interview**

Includes all relevant information and instructions

### **Interview arrangements**

Should include a minimum of two panel members both of whom have been involved in shortlisting with agreed questions/assessment criteria/standards and at least one member of the panel should have attended current safeguarding training.

### **Interview**

Explores applicants' suitability for the role and to work with children.

Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file, where appropriate applicant completed application for enhanced DBS check.

### **Conditional offer of appointment: Pre appointment check**

Offer of appointment is made on condition of satisfactory completion of the following checks, or for non-teaching posts, a probationary period:

**References** (if not obtained and scrutinised previously).

**Identity** (if not verified straight after the interview).

**Qualifications** (if not verified straight after the interview).

**DBS** Satisfactory enhanced DBS check received.

**List 99** – The person is not prohibited from taking up the post.

**Health** – The person is medically fit.

**GTC** – The person is registered with the GTC or exempt from registration.

**QTS**

**Statutory Induction** for teachers who obtained QTS after 7/05/99

## **Appendix 2**

### **Female Genital Mutilation**

#### **What is female genital mutilation (FGM)?**

Female genital mutilation (FGM) is also known as female circumcision or female genital cutting, and in practising communities by local terms such as 'tahor' or 'sunna'. It is a form of child abuse which can have devastating physical and psychological consequences for girls and women.

The World Health Organization describes it as:

"procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 2013).

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. In 2003, the Female Genital Mutilation Act tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

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### **How prevalent is FGM?**

FGM is usually carried out on girls between infancy and 15 years of age, with the majority of cases occurring between the 5 and 8 years of age (HM Government, 2011). Because of the hidden nature of the crime, it is difficult to estimate FGM's prevalence, but a study based on 2001 census data in England and Wales estimated that 23,000 girls under the age of 15 years could be at risk of FGM each year and nearly 66,000 women are living with its consequences (Dorkenoo et al, 2007). FGM could be even more prevalent than these figures suggest due to population growth and immigration from practising countries since 2001 (HM Government, 2011).

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### **Who practises FGM?**

Data on FGM is only collected in 27 countries in Africa and in Yemen (WHO, 2012), but we know FGM is also practiced in other countries in Africa, the Middle East and in Asia (House of Commons International Development Committee, 2013).

In the UK, FGM tends to occur in areas with large populations of FGM practising communities. The Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most at risk of FGM (2014). Areas where girls may be at risk include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes, however, FGM can happen anywhere in the UK (NHS Choices, 2013).

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### **Why do communities practise FGM?**

There are a number of cultural, religious and social reasons why FGM is practised within communities. These include:

- social acceptance
- family honour
- ensuring a girl is marriageable

- preservation of a girl's virginity or chastity
- custom and tradition
- hygiene and cleanliness
- the mistaken belief that it enhances fertility and makes childbirth safer for the infant.

(FORWARD, 2013; HM Government, 2011).

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### **What does FGM involve?**

The procedure is traditionally carried out by a female with no medical training, without anaesthetics or antiseptic treatments, using knives, scissors, scalpels, pieces of glass or razor blades. The girl is sometimes forcibly restrained (NHS Choices, 2013).

For more information on the procedure, [see the World Health Organisation's factsheet on FGM](#).

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### **What are the short and long-term effects of FGM?**

**The immediate effects of FGM include:**

- severe pain
- shock
- bleeding
- infections including tetanus, HIV and hepatitis B and C
- inability to urinate
- damage to nearby organs including the bowel, and
- even death.

**(NHS Choices, 2013).**

**Long-term consequences include:**

- chronic vaginal and pelvic infections
- menstrual problems
- persistent urine infections
- kidney damage and possible failure

- cysts and abscesses
- pain during sex
- infertility
- complications during pregnancy and childbirth.

(HM Government, 2011).

Girls and women who have been subjected to FGM also suffer serious psychological damage. Research carried out in practising African communities found that women who had undergone FGM suffered the same levels of post-traumatic stress disorder (PTSD) as adults who had experienced early childhood abuse. 80% of the women in the study suffered from mood and/or anxiety disorders (Behrendt et al, 2005; HM Government, 2011).

### What to look for: signs of FGM

A girl or woman may:

- have difficulty walking, sitting or standing
- spend longer than normal in the toilet
- have unusual behaviour after an absence from school
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

## Appendix 2



Nelson Primary School

Developing skills for life

### Safeguarding your children at Nelson Primary School

Digital Image Licence

Parent's full Name	
Address	

Postcode		
Name of Child(ren)	Class	

This licence shows that you understand the following terms and conditions:

- The images taken are for personal viewing only.
- You will ensure the images taken will not appear on You Tube nor any other social networking site.
- You must ensure that children, other than your own, are not named
- If asked not to video or take photos for any particular part of the event, you must respect the request.
- When you film or take photos it doesn't spoil the view of other parents.
- You wear the coloured label that shows you have completed a licence form.

I agree to abide by the terms and conditions listed above.

Signed \_\_\_\_\_

**Appendix 3 Initial Support Request Form for Pupil Moving and Handling**

**INITIAL SUPPORT REQUEST FORM FOR PUPIL MOVING AND HANDLING**

**Personal Information**

Pupil's Name	Date of Birth
School	Date
Person Requesting Support	Status

## Physical Difficulties and Medical Condition

*Give a brief outline mentioning underlying condition (e.g. cerebral palsy, spina bifida, epilepsy etc.) based on professional reports from Child Development Centre, Great Ormond Street, and other specialists involved (Physiotherapist, Occupational Therapist, Speech Therapist).*

### Assistance needed with

<b>Transfers</b>		
• Chair to changing table or toilet	<b>Yes</b>	<b>No</b>
• Wheelchair/buggy to classroom chair	<b>Yes</b>	<b>No</b>
• Chair to wheelchair	<b>Yes</b>	<b>No</b>
• Wheelchair to standing frame	<b>Yes</b>	<b>No</b>
• Chair to/from floor	<b>Yes</b>	<b>No</b>
• Other: (please specify) e.g. swimming pool, ball pool, etc	<b>Yes</b>	<b>No</b>
<b>Emergencies</b>		
• Lifting pupil from floor in or after an emergency	<b>Yes</b>	<b>No</b>

### Equipment Currently Used

Standing Frame	<b>Yes</b>	<b>No</b>
Walker	<b>Yes</b>	<b>No</b>
Specialist Seating	<b>Yes</b>	<b>No</b>
Wheelchair	<b>Yes</b>	<b>No</b>
Other:	<b>Yes</b>	<b>No</b>

### Other Professionals involved

Job Title	Name
Physiotherapist	
Occupational Therapist	
SEN Specialist Teacher (generic)	
SEN Specialist Teacher (Speech and Language Disorders)	
SEN Specialist Teacher (of the Deaf/hard of hearing)	
SEN Specialist Teacher (of the Blind/visually impaired)	
Community Nurse/Health Visitor	

**Signature and Name of professional/teacher/staff completing this form**

**Please return the completed form to:**

**Helena Jenkins**  
 Children's Therapies Manager  
 Community Health Newham Directorate  
**East London NHS Foundation Trust**  
 Unit 2, 1st floor, Warehouse K  
 2 Western Gateway  
 London E16 1DR  
 Tel: 020 7059 6896  
 Email: [helena.jenkins@eastlondon.nhs.uk](mailto:helena.jenkins@eastlondon.nhs.uk)  
*(NB: There is a charge involved)*

**Raj Mistry**  
 Group Manager for Pupils with Complex Needs and Dyslexia  
 Brampton Primary School  
 Brampton Rd, London E.16 3LB  
 Tel: 0208 475 2311 ext 291 e-mail:  
[raj.mistry@newham.gov.uk](mailto:raj.mistry@newham.gov.uk)

## Appendix 4



**Nelson Primary School**  
Developing Skills for life

Head Teacher: Mrs F. Cullen  
Deputy Head Teacher: Mrs S. MacDonnell  
School Business Manager: Mrs S. Silk

Napier Road, East Ham, London, E6 2SE

Telephone: 020 8472 0642

Fax: 020 8503 5738

E-mail: [info@nelson.newham.sch.uk](mailto:info@nelson.newham.sch.uk)

Website: [www.nelson.newham.sch.uk](http://www.nelson.newham.sch.uk)

Dear Parent/Carer,

### **Moving and handling assessment**

For the continuing safety of our pupils and staff the school are arranging for a moving and handling assessment of your child. We are required by law to look regularly at the procedures we use when we need to support or lift the weight of pupils.

The person undertaking the assessment will be either a Newham teacher or appropriate external advisor who has been trained to undertake this work and will liaise with your child's physiotherapist and/or occupational therapist as appropriate.

The Assessor will be observing how we assist your son/daughter *[insert name of pupil]*

on *[insert date]*

at *[insert time]*

You are, of course, entitled and actively encouraged to be present if you wish.

Yours sincerely,

Fiona Cullen  
Headteacher

### **Appendix 5**

#### Intimate Care Advice

In a primary school there is always the possibility that children will have toilet accidents.

It is the responsibility of all staff to ensure that the child's needs are met without causing unnecessary embarrassment.

Staff should wear rubber gloves for all intimate care.

**Our policy is that when a child requires 'intimate care' two members of staff should be present.**

There is a purpose-built Hygiene Room in the EYFS area for intimate care which includes a shower if necessary. Cameras, including mobile phones, must not be taken into this area.

Clean pants are available in Reception. Trousers are also usually available.

Solid faeces should be removed from the child's clothing and the clothes put in a plastic bag for the child to take home. Ask the parent/carer to collect this from Reception at home time.

**Do not give the child the bag of soiled clothes to the child to take to the classroom.**

Do not phone the child's parents/carers unless the child has severe diarrhoea and/or vomiting or stomach pains.

Some of our children, particularly those with severe needs, may start school before being toilet trained.

For these children we will follow a toilet training programme. We will change nappies, supplied by parents, in the Hygiene Room. Two adults will be present at all times.