



St. Stephen's School and Children's Centre

Learning for life

FEDERATION CHILD PROTECTION AND SAFEGUARDING POLICY

This policy will be reviewed in 1 year.

	Date written	By	Role	Link Governor for safeguarding	Ratified	Date ratified
Version 11	June 2020	Jenna Chapman	Deputy Head Teacher/ DSL	Elizabeth Goodyear		
Version 12	October 2020	Jenna Chapman	Deputy Head Teacher/ DSL	Elizabeth Goodyear		26/11/2020
Version 13	September 2021	Jenna Chapman James Frecknall Janet Patterson	DHT AHT/ Primary DSL DHT/ Nursery DSL	Elizabeth Goodyear Asif Siddiquee	by Chair of Governors S. Jana	September 2021
Version 14	September 2022	James Frecknall Janet Patterson	AHT/ Primary DSL DHT/ Nursery DSL	Elizabeth Goodyear Asif Siddiquee	Governing Body	30th June 2022
Version 15	November 2022	James Frecknall Janet Patterson	AHT/ Primary DSL DHT/ Nursery DSL	Elizabeth Goodyear Asif Siddiquee	Governing Body	20th December 2022
Version 16	June 2023	Jennifer Ward Janet Patterson	AHT/ Primary DSL DHT/ Nursery DSL	Elizabeth Goodyear Asif Siddiquee	Governing Body	19th July 2023
Version 17	June 2024	Jennifer Ward Janet Patterson	AHT/ Primary DSL DHT/ Nursery DSL	Elizabeth Goodyear	Governing Body	11th July 2024
Version 18	July 2025	Jennifer Ward Janet Patterson	AHT/ Primary DSL DHT/ Nursery DSL	Elizabeth Goodyear	Governing Body	23rd July 2025

We are a Rights Respecting School and we use the United Nations Convention to ensure that every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. (Article 19)

St. Stephen's Federation Child Protection and Safeguarding Procedures

Designated Persons

Headteacher: Neena Lall OBE School Business Manager & Health and Safety Lead: Mark Little	
Primary Safeguarding Team Lead Jenna Chapman - DHT	Nursery Safeguarding Team Lead Janet Patterson - DHT
Primary DSL Jennifer Ward	Nursery DSL and Children's Centre Manager Marie Foley (07904 663072)
Deputy DSL's Georgia Dawson- Deputy Headteacher Rebekah Finlay - Online Safety Behaviour Esther Williams - Year 6 Safeguarding Zahira Khonat - Safeguarding Curriculum	Deputy DSL's Meral Sami - Senior Family Support Worker Wendy Campbell- Senior Family Support Worker

Important Telephone Numbers

Local Authority Designated Officers (LADO)
Alex Mihu 0792 9182 262 or Evelyn Millyard 07929 399336
Social Services Referrals (MASH) 0208 430 2000
Police 0300 123 1212 999 - Emergencies only
NSPCC: 0808 800 5000 (24 hour helpline)

Safeguarding Statement

Children have the right to feel safe, be protected from harm and be supported to thrive. Everyone in our community shares the responsibility for safeguarding and promoting the welfare of children.

St. Stephen's Federation has a trained Designated Safeguarding Lead (DSL) team. Together with all staff, they have a legal and moral duty to ensure every child is safe, listened to and supported in their daily lives.

We actively work in partnership with families and external agencies. Where there is any concern that a child may be at risk, we will always take appropriate action, including reporting to Children's Social Care.

Introduction

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children. 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

(Keeping Children Safe in Education - DfE, September 2025)

This Child Protection and Safeguarding Policy is for all school 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 the following school documents:

- Federation Safeguarding Statement
- Safer Recruitment Policy
- Staff Code of Conduct Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Behaviour Policy and Behaviour principles written statement
- Admissions, including mid phase
- Attendance Policy
- Health and Safety Policy
- Educational Visit Policy
- Online Safety Policy
- Child on Child Abuse Policy
- Prevent Duty Risk Assessment
- Whistle Blowing Policy
- RHE Policy
- Intimate Care policy
- Capability Policy
- SEND policy
- Equalities scheme
- Accessibility plan
- Food policy

Our school is committed to safeguarding children and creating a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2025).

Safeguarding and promoting the welfare of children 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
- Preventing impairment of children's health 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

The governors and staff fully recognise the contribution the school makes, in partnership with other local agencies, to safeguarding children. We recognise that all staff, including visitors, volunteers, agency staff and club leaders, have a full and active part to play in protecting our pupils from harm and that everyone at St. Stephen's has a responsibility to keep children and young people safe.

All staff and governors believe that our primary school, nursery school and Children's Centre should provide a caring, positive, safe and stimulating environment, which promotes the social,

physical and moral development of the individual child. Through its emphasis on prevention and early intervention, this policy aims to reduce the risks of children being abused.

St. Stephen's Primary School is in the London Borough of Newham. Our safeguarding team along with all staff and governors are aware that the location of our school can determine the types of abuse that may be more prevalent and therefore staff are trained to have a heightened awareness of these types of abuse. The local context:

- 33.8% of residents in Newham are paid below the London Living wage, which accounts for around 36,000 residents
- 50.3% of children are living in poverty
- Domestic Abuse offensive have been increasing each year since 2019 with a 2.5% increase last year. Newham has the 3rd highest rates of domestic abuse in London.

(Newham community safety partnership plan 2022-2025)

1. Statutory framework

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.

This document has been drawn up in accordance with the London Child Protection Procedures. Our school also works in accordance with the following legislation and guidance:

- Keeping Children Safe in Education (DfE September 2025)
- Working Together to Safeguard Children (HMG, 2023)
- Education Act 2002
- Counter-Terrorism and Security Act (HMG, 2015)
- Prevent Duty Guidance: England and Wales (Home office, 2023)
- Serious Crime Act 2015 (Home Office, 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- General Data Protection Regulations 2018 (GDPR)
- What to do if you're worried a child is being abused (HMG, 2015)
- Searching, screening and confiscation (DfE, 2018)
- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Modern Slavery Act 2015
- The Homelessness Reduction Act 2017
- Preventing and Tackling Bullying (DfE, 2017),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- Teaching Online Safety in School (DfE June 2019)
- Relationships education, relationships and sex education (RSE) and health education (July 2019)
- Advice on Whistleblowing in Maintained Schools (DfE 2014)
<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>
- Voyeurism (Offences) Act 2019

2. 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. All staff in our school are familiar with the Early Help Offer and the services provided by the Children's centre.

The Designated Safeguarding team including the DSL and his or her deputies take responsibility for managing child protection referrals, safeguarding training and raising awareness of child protection policies and procedures in the school and that everyone in the school, including temporary staff, volunteers and contractors are aware of the procedures and that they are followed at all times. They will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Refer cases of CP allegations against a member of staff to the LADO within 24 hours
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies (MASH)
- Liaise with the Head Teacher to inform her of any issues and ongoing investigations.
- Ensure that any pupil currently subject of a child protection plan, who is absent without explanation for two days or more, is referred to children's services.
- Track referrals of children to social care to ensure regular flow of information and work alongside the local authority and other agencies as required.

The DSL's full job description can be found at the back of this policy (Appendix A)

The DSL also ensures that the children are taught about safeguarding. At St. Stephen's, our safeguarding curriculum encompasses lessons from both external and internal experts such as the police, NSPCC and PREVENT. The biennial cycle ensures that all pupils receive a range of sessions covering themes such as Online-safety, Drugs, Relationships, Consent, Stranger Danger, PREVENT and gang resilience. We use relationships and health education (RHE curriculum) to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a pupil is abused, it is never their fault.

The PSHE curriculum also discusses relevant issues with the children. Children are encouraged to explore and discuss these issues. The schools assembly rota ensures coverage of key issues, including articles from the Convention on the Rights of the Child. The curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Engineering. At all times there has to be appropriate staffing levels and when the curriculum is taken out of the school, appropriate and school agreed pupil/adult ratios are maintained.

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 governing body are followed by all staff. The Headteacher will ensure that children are taught about safeguarding, including online as part of the broad and balanced curriculum. This may include covering relevant issues through Relationships and Health Education.

The Headteacher will make sure that she is satisfied that any children on the school roll placed with an alternative education provider can meet the needs of the child(ren) and obtain written confirmation that the appropriate safeguarding checks have been carried out. The school retains safeguarding responsibility for any pupil in Alternative Provision. If a safeguarding concern arises, the AP placement is reviewed immediately and may be ended

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

- All required policies relating to child protection and safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

- There is a named Designated Safeguarding Lead and a Deputy Safeguarding Lead in place and that they have their safeguarding role explicitly in the job description and are trained for the role as set out in Keeping Children Safe in Education 2025.
- The school contributes fully to inter-agency working, in line with statutory and local guidance.
- Information is stored and shared appropriately and in accordance with the statutory requirements.
- All staff members and volunteers undergo safeguarding and child protection training at induction and that is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe.
- Staff has the knowledge, skills and understanding of the additional vulnerabilities of looked after and previously looked after children to keep them safe.
- Children are taught to keep themselves safe, including online, ensuring that appropriate filters and monitoring systems for online usage are in place in school.
- Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a rich and balanced curriculum.

The Governing body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

All staff are responsible for the safety of our pupils and although the DSL will oversee all referrals to the Newham MASH team, it is important that all staff are aware that they can refer when needed. Where necessary, the school leadership may decide to make a referral to outside agencies e.g. social care, CFCS, CAMHS or the police. Such referrals will be tracked and kept confidential to support the families involved. Any disclosures, reports or suspicions of children missing in education (CME), female genital mutilation (FGM), child sexual exploitation (CSE), child on child abuse or radicalisation will be immediately referred to the relevant agencies, following an emergency safeguarding team meeting. The Safeguarding Lead will ensure adherence to all statutory duties upon teachers to report FGM and Prevent related concerns to the police. Situations where there should be a referral to Newham MASH team are as follows:

- When it is suspected a child has suffered or is at risk of suffering significant harm either because disclosures or allegations have been made or from the presenting evidence. (Section 47)
 - Physical abuse - when a parent or carer deliberately injures or induces illness in a child by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm.
 - Emotional abuse - when a child is persistently maltreated as to cause severe and persistent adverse effects to their emotional development. When you think a child is traumatised, injured or neglected as a result of domestic violence (including when they see, hear or experience its effects) or persistent serious verbal threats.
 - Sexual abuse - forcing or enticing a child to take part in sexual activities including both contact and non contact (pornographic, voyeuristic) abuse. When a girl under 13 is pregnant.
 - Neglect - the persistent failure to meet a child's basic physical and psychological needs which could cause significant harm to their health & development.
- When there is a concern that a parent or carer poses a risk to children, including when someone has criminal convictions which suggest a risk to children or he/she poses a risk to a child of FGM, honour-based violence, forced marriage, breast ironing, CSE or any serious child protection concern (Section 47)

- When a child is abandoned, home alone, lost or no-one has parental responsibility. (section 17 or 47) This includes vulnerable children left home alone and children whose parents are incapacitated through physical or mental ill health from caring for them.
- When a child or young person is at risk of imminent family breakdown or breakdown has already occurred. (section 17 or 47)
- When a child has a disability, serious or terminal illness. (Section 17)
- When a child may be privately fostered. (Section 17)
- When there is a suspicion that a child may be a 'child in need' which means they are unlikely to reach or maintain a satisfactory level of health or development without the provision of services. (Section 17)
- Young people remanded into Care because of criminal activity

Procedures for FGM referrals - Staff members who receive referrals must report them themselves with the support of the DSL.

3. Categories Of Child Abuse/Specific Safeguarding Issues

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

'Keeping Children Safe in Education 2025'

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

- Physical Abuse
- Neglect
- Emotional Abuse
- Sexual Abuse

There are many signs which may indicate that a child is being abused. For example, overt and inappropriate sexual behaviour may be a specific sign that the child is being exposed to sexual abuse. However, a withdrawn and unhappy looking child could possibly be suffering from any of the four categories of abuse, but it may not be obvious as to what is the cause of the unhappiness. Staff should always be aware of children who show (for instance):

- Uncharacteristic aggression or temper tantrums
- An inability to make friends or relate to other children of the same age group
- Bursts of tearfulness
- Frequent complaints of tummy aches and headaches
- Uncharacteristically low mood.

3.1 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), online abuse, gender-based abuse, making, sending and receiving explicit images or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. In order to prevent child on child abuse from occurring, 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. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse.

If we become aware of any incidents of child on child abuse, we will consider the continuum in line with a child's development. The DSL will discuss the concern(s) or allegation(s) with the member of staff or parent who has reported it and will, where necessary, take immediate steps to ensure the safety of the child/ all children affected. The DSL and deputy will use their professional judgement to a) assess the nature and seriousness of the alleged behaviour and b) determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases, the DSL may call MASH to determine the most appropriate response. Where the DSL deems the alleged behaviour in question might be abusive or violent, the DSL will refer to social care and/or the police immediately or within 24 hours of the DSL becoming aware of the incident.

The course of action may include:

- Managing the incident internally with help from external specialists where appropriate and possible. Where the alleged behaviour between peers is abusive or violent (as opposed to inappropriate or problematic - unless as stated above), the next 3 responses should ordinarily apply.
- Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- Refer the child/children to children's social care for a section 17/47 statutory assessment. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately.
- Report alleged criminal behaviour to the police.

All concerns or allegations will be assessed on a case by case basis, and in light of the wider context. Please see St. Stephen's child on child abuse policy for further information.

3.2 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 it will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

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

This may now include '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. It is now a criminal offence under the Voyeurism (Offences) Act 2019.

3.3 Children with special educational needs and/or disabilities (SEND)

Our school understands that children with special educational needs and disabilities 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 (but are not limited to):

- 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
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers that make telling an adult difficult

- The requirement of personal or intimate care

Our school will take into account these additional vulnerabilities and challenges when considering the safeguarding of our children.

3.4 Children Missing from Education (CME)

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 by phoning the school on 02084727575 (primary) or 02085860147 (nursery). 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.

3.5 Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

The Department of Education (DfE, 2017)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead (DSL) will lead on any concerns and work with other agencies as appropriate.

3.6 Criminal Exploitation including County Lines

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 groom and exploit children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the victim 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.

3.7 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.

3.8 Honour Based Violence

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

3.8.1 Female Genital Mutilation (FGM)

Female Genital Mutilation 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 a form of child abuse.

From October 2015, the Serious Crime Act 2015 (Home Office, 2015) placed a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection Procedures.

3.8.2 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.

3.9 Prevention of Radicalisation

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

It requires schools to:

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

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

3.10 Self-Harm and Suicide Risk

Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop and protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's

life, the more protective factors or supportive interventions are required to promote further growth and resilience.

It is recognised that young people that may be suffering from mental ill-health and are at risk of self harm or suicide may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

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

The child will be supported to access services using the appropriate Newham referral pathways.

4. Procedures

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school will support all pupils by:

- Holding the UNICEF Convention Of The Rights Of The Child at the centre of our school behavioural ethos.
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Providing pupils with learning mentor time when appropriate.

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. Any concerns about a child or young person at risk of radicalisation or extremism will be raised with the Designated Safeguarding Lead (DSL). In the case of youth produced sexual imagery, all staff are aware that they must never view the images, print the images or transfer the images to another device. In this instance, the device containing the images should be removed from the child and stored in a locked cabinet until the arrival of the police.

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 (HMG 2023)
- PREVENT Duty - England and Wales (HO 2023)

Any staff member or visitor to the school will refer concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone using the Newham MASH or the Police. Less urgent concerns or requests for support will be referred via the Newham MASH for consideration of Early Help support as appropriate. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Newham MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for

reconsideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. All members of leadership and Senior Support Staff are trained to DSL level and can therefore support colleagues with any safeguarding/child protection concerns that they may have. Safeguarding contact details are also displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer using the Newham Referral Pathway where there is suspected or actual risk of harm to a child.

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

4.1 Disclosures by Children

If a child approaches a member of staff to make a disclosure then the person who has been approached should make it a priority.

- Find a quiet area to talk outside the classroom
- Listen to the child but do not pressurise the child for facts which they are unwilling to give
- Ascertain the facts. When having a discussion with the pupil, use TED. Tell me, Explain, Describe. Do not ask leading questions or suggest things to the child. If you do not feel comfortable having this conversation, please speak to the DSL or a learning mentor.
- Tell the child that you will need to tell other people what they said. Do not promise the child that you won't tell anyone else
- Do not ask the child to repeat what they have said to anyone else
- Reassure the child that they have done the right thing in talking to you
- If the child is at risk of imminent harm or if it is a child already known to the Safeguarding Team, then consult immediately with the DSL AND record on our Safeguard system.
- Make a written record of the disclosure in the online wellbeing book using the guidance in the wellbeing book folder.
- If a disclosure is made regarding FGM (Female Genital Mutilation) then the member of staff to whom it was disclosed MUST make the referral to the police themselves supported by the DSL and Safeguarding Team.

A child may not approach a member of staff directly but may say something in another context which may arouse concern. In this situation, the staff member should follow it up at the earliest opportunity by having a quiet word with the child. This should be very informal and care should be taken not to alarm the child. If the member of staff is still concerned then the Designated Senior Lead should be informed at the earliest opportunity.

4.2 Injuries

If a child comes to school with an injury the school-based adult should always ask how it happened. This should be done as a matter of course. Take time, as soon as possible, to do it in a quiet, informal way, on a one to one basis in the normal classroom setting. Staff should always ask open ended questions e.g. "How did that happen?" as opposed to, "Who did that to you?" Avoid carrying out an interrogation, and do not ask a child to remove clothing to look at or photograph injuries. If the practitioner is satisfied with the child's explanation and there are no grounds for concern, then no further action needs to be taken. However a note must be made in the online wellbeing book and passed on to the Designated Senior Person, including a drawing of any visible bruising or marks (never a photo). If the teacher is concerned about the answer or the child is already subject to a Child Protection Plan then the Designated Senior Person must be informed

immediately, who will then contact necessary external agencies as well as recording the concern should be uploaded to SAFEGUARD software.

4.3 Children subject to a Child Protection Plan

The school needs to be aware of all children who are subject to a child protection plan. The Designated Safeguarding Lead is responsible for ensuring that a school representative attends and provides a report for all child protection conferences. The Designated Safeguarding Lead should liaise with other agencies which support the pupil such as CYPs, Mental Health Service, Health Visitors, Education Welfare Service, Educational Psychology Service and the police, through Operation Encompass. The Designated Safeguarding Lead should ensure that when a pupil with a child protection plan leaves, their information is transferred to a new school immediately and the child's social worker is informed. A receipt should be kept as evidence of transfer.

4.4 Children that are Looked After

The Designated Teacher for Looked After Children is Jennifer Ward (AHT) in the primary school. The Designated Teacher will act as a liaison for Newham Virtual School and will oversee the educational progress and targets of the Personal Education Plans as devised within the PEP meetings. LAC children also receive the following at the school's discretion:

- Before school Breakfast Club - primary school children
- Weekly Learning Mentor Check ins - primary school children
- Specific Pupil Premium Plus spending
- An in school place during a partial school closure such as a national lockdown

Previously Looked After Children may also receive this at the school's discretion.

4.5 End of Day Procedures

At St. Stephen's we are aware of the risks that can occur outside of the school building. It is for this reason that we only allow Year 6 pupils to leave school unaccompanied by an adult or secondary school aged sibling and only with parental consent. These Year 6 pupils may collect and walk home siblings that are in Key Stage 2. All parents who want their Year 6 child to collect Siblings from Years 3, 4 or 5 must complete a permission slip prior to collection. Key Stage 1 pupils must always be collected by a responsible adult or secondary school aged sibling. When parents give permission for their child walk home alone, they are responsible for that child and must ensure that:

- The child knows the route home
- Can be trusted to behave and act sensibly
- Knows what to do in the case of an emergency
- Knows what to do if they were to get lost
- Is capable of caring for siblings, should they be walking them home as well.

Members of leadership and/or Senior Support Staff are situated on the exit gates at the end of the day to monitor who pupils are leaving with. It is the class teacher's responsibility to ensure every child leaves school at the end of the day with a trusted adult or that permission has been obtained for them to leave unaccompanied (Year 6 only.)

5. Training and Supporting Staff

- The DSL and deputy DSL undertake child protection training appropriate to the role every two years
- All staff are able to recognise how to identify signs of abuse and when it is appropriate to make a referral
- Appropriate staff have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- All staff read and understand the school's child protection policy, code of conduct and the up to date KCSIE part 1; these are read annually by staff

- All staff have induction training covering child protection and are able to recognise and report any concerns immediately as they arise
- All staff receive online safety training annually including the safeguarding risks within AI
- Staff are able to keep detailed, accurate, secure records of referrals/concerns
- Staff have access to resources and attend any relevant or refresher training courses as appropriate
- 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.

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. All staff will have induction and then ongoing training and updates about child protection organised by the DSL. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate through supervision or the Education Support Group for instance.

6. Safer Recruitment

At the St Stephen's Federation, we ensure that rigorous procedures are in place to keep all children safe. In order to do this we hold a Single Central Record (SCR), which contains details of all adults who come into contact with children.

- All interview panels will have at least one person qualified in safer recruitment practices as set out by the Local Authority
- All members of leadership will receive safer recruitment training and governors will also undertake the training
- The School will keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB/DBS Disclosure
- In addition, all staff recruited will be required to provide two references, confirmation of ID and qualifications. Staff files will be regularly reviewed to ensure compliance with safer recruitment standards
- The school has effective systems in place to ensure that practitioners and others likely to have unsupervised access to the children (including those living or working on the premises) are suitable to do so.

Staff have a responsibility to inform the school of changes to their CRB/DBS. Staff are required to complete a staff information form annually, where any convictions and disqualifications in the last 12 months should be declared.

The Headteacher sits on all teacher appointment panels where the candidates are external applicants. During shortlisting, a nominated member of leadership and the HT will scrutinise applications for safeguarding concerns.

New staff are inducted into safeguarding practices through the staff induction policy. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the safeguarding of children.

7. Professional Confidentiality

During training sessions, staff members are reminded of the importance of confidentiality and as a school, we recognise that all matters relating to Child Protection are confidential. All staff will be aware that they cannot promise confidentiality to anyone about a safeguarding concern (including parents/carers or pupils). All staff will be aware that they have a professional responsibility to share any child protection concerns with the Designated Safeguarding Lead (DSL) or deputy and

further investigation or a referral may be required by appropriate authorities in order to safeguard children.

The Head Teacher or DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis and only where it is in the child's best interests to do so.

8. Record Keeping 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. Whilst practitioners must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) it is not a barrier to sharing information. 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.

At St Stephen's, all staff are clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what has been said or seen. Each year group has an online pupil well-being book that can only be accessed by staff members. All records within this 'book' will be dated and signed, with the name printed and will include the action taken. The safeguarding team monitors these online books half-termly and then addresses any concerns. A log of monitored pupils is then updated with the Headteacher on the SAFEGUARD system. The inability to access the online books should not prevent concerns from being recorded. Wellbeing slips are located in the staffroom and these should then be passed onto the DSL/ Deputy DSL to upload and act upon, if necessary.

Any serious concerns are taken directly to the Designated Safeguarding Lead and immediately uploaded to SAFEGUARD.

All paper records relating to child protection issues will be kept separate and will be locked away in either the Headteacher's, DHT or AHT office.

When a child transfers from our school to another school, their child protection records will be digitally shared with the new educational setting. Any paper files will be shared and marked confidential and for the attention of the receiving school's Designated Safeguarding Lead. These files are transferred securely and a receipt is obtained and kept. If the school no longer has any of the pupils mentioned within the files (e.g. siblings) then any copies will be destroyed.

When a mid-phase admission starts, contact is made to the previous school to ascertain whether there is any safeguarding need and child protection records are requested, should there be any.

9. Interagency Working

We hold crucial information and as such our school is an essential partner in strategy discussions, child protection conferences and core groups. St. Stephen's is pro-active and prioritises 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, 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 to do so would place

the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker/teacher immediately and then record that they have done so and the actions agreed.

When we become aware that a child or young person 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 appropriate referrals using the Newham Referral pathways.

10. Allegations against staff

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of the staff Code of Conduct, which can be found in the staff handbook. We do recognise that sometimes allegations of abuse are made and when these occur, it is a difficult and distressing time for all. However, 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. In addition, staff should also alert the Headteacher if an individual has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not need to relate directly to a child.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher. If the allegation is against the Head teacher it should be passed immediately to the Chair of Governors who will consult with Newham Children and Young People's Services Lead Officer for Child Protection. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair.

The Head teacher on all such occasions will discuss the content of the allegation with the Local Area Designated Officer (LADO) in the Children's Planning and Review Team within one working day. The Head teacher has the authority to delegate LADO communication to the DSL or DSL trained member of leadership.

The school will follow the Local Safeguarding Children Board (LSCB) protocol for managing allegations against staff, a copy of which is posted on the Newham LSCB website. 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 if they had not left.

11. Whistleblowing

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

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the leadership team accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. Under no circumstances should any allegations be discussed with the media. The school follows the Local Education Authority's policy on Whistle blowing. Staff have the right to raise any concerns about the attitude or actions of staff in line with the school's Code of Conduct and the school's 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 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)

APPENDIX A:

Role of the designated safeguarding lead at St. Stephen's Primary School

(taken from KCSIE September 2025)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse, neglect or exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 147 referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. 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 designated safeguarding lead 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.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.