



MONTBELLE
PRIMARY SCHOOL

Safeguarding Policy

Designated Child protection Officer:	Rachel Waite
Deputy Designated Child Protection Officers:	Elspeth Geden, Sarah Stewart, Simon Kinsella
Designated Child protection Governor:	Irene Morley

Reviewed policy agreed by GB on :	Autumn 2017
Reviewed policy shared with staff on:	Autumn 2017
Policy to be reviewed again on:	Autumn 2018
Committee responsible for review:	Learning and Achievement

Recognise, Respond, Refer

Think the unthinkable, act upon what you see before you rather than just accept

Introduction

At Montbelle School, the governors, staff and volunteers fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all our pupils and their families are of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. Safeguarding is the responsibility of all staff who come into contact with children and their families.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. We take time to embed the aims of both Stonewall and Rights Respecting School throughout teaching to help create this environment and ensure that pupil voice is at the heart of all we do.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with: Working Together 2015 and Keeping Children Safe in Education 2016 and the duty of schools in respect of the Home Office PREVENT Strategy 2015. The school is committed to reviewing the policy annually.

All staff are aware that safeguarding issues can manifest themselves in a range of ways, including via peer on peer abuse. This can include (but is not limited to) bullying (including cyber-bullying), gender-based violence, sexual assault and sexting.

Hard copies of this Safeguarding policy, our school behaviour policy and Keeping Children Safe in Education (2016) document are available from the school office.

Statutory Framework

Appendix 4 lists the key documents that underpin this policy, including *The Children's Act (1989 & 2004)*, *The Education Act (2002: section 175)*, *The Education (Pupil Information Regulation) (England) Act (2005)*, *Keeping Children Safe in Education (2016)*, *Safer Recruitment in Education (2007)*, *Statutory framework for the early years foundation stage (section 3) (2017)* and the *Working Together to Safeguard Children (2015)* guidance sets out how individuals and organisations should work together to safeguard and promote the welfare of all children. It requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board (Greenwich Safeguarding Children's Board; GSCB). Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

To support staff, all members of the staff have been made aware of the document '*What to do if you are worried a child is being abused.*' (2015) and the main categories of abuse: Physical, Emotional, Sexual and Neglect, as outlined in **Appendix 1**

The school has a Designated Senior Lead for Children Protection and a deputy Designated Senior Lead; to ensure that all staff, visitors, Governors and supply teachers are aware of this, there are notices displayed around the school and the information is also provided in a leaflet, which is given to visitors and volunteers on their arrival. The school also has a nominated Governor.

A comprehensive induction procedure is in place, specifically outlining Safeguarding procedures and the school's Child Protection policy. The school holds a Safeguarding register, signed by staff, to state Safeguarding training (including having read '*Keeping Safe in Education*') has been attended.

Policy aims

The policy aims to:

- ensure that pupils, staff and parents are aware that the school takes child protection seriously and will follow appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;

- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse, whilst also recognising that school staff are well-placed to recognise the signs of abuse and establish a safe environment in which children can use their voice to disclose information and build the skills to stay safe from abuse;
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities and ensure those children who have been abused are supported in accordance with their CP Plan;
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, ensuring at least one member of any interview panel has been trained in respect of Safer Recruitment and clear procedures are in place to check the suitability of any adult to work with children;
- confirm the working relationship between the Initial Contact Team within the Royal Borough of Greenwich Safeguarding, the Local Authority Designated Officer (LADO) and where appropriate with similar services in neighbouring authorities

We understand that all schools are required by law to have a policy on safeguarding and to make this policy known to parents. Parents can access this policy on our school web site, or request a paper copy from the school office. Child protection work is a statutory duty for education staff and all staff have a duty to safeguard and promote the welfare of children. We also recognise that the school has a statutory duty to work with other agencies in protecting children from harm and responding to abuse. In addition to statutory duties we acknowledge that the school has pastoral responsibility towards all its pupils.

Basic Principles

We believe that:

- all children have a fundamental right to be protected from harm and to receive the care, education and services necessary for them to develop to their full potential in all aspects of their health and development
- children cannot learn effectively unless they feel secure and that the development and maintenance of appropriate, sensitive relationships are essential in bringing this about
- all children have the right to be valued as an individual and to be treated with dignity and respect
- all staff are responsible for interacting with children in ways which accord with these rights and which safeguard both the children and themselves
- children are an essential part of their own protection and it is important to help children understand what is and is not acceptable behavior and how to communicate their concerns
- school should be a listening and caring community, an open and accepting place where staff are prepared to listen to worries and fears and to follow up on what is said
- the prime concern at all stages must be the safety and welfare of the child. Where there is a conflict of interest between the child and the parent, the interests of the child must be paramount
- children who have been harmed or abused need the same care and sensitivity regardless of whether they have been abused by a parent, carer or stranger
- confidentiality must be respected at all times – children, parents and staff are all entitled to know that these responsibilities will be dealt with in the strictest confidence
- information will only be shared on a strict need to know basis

- staff have a responsibility to deal with bullying & inappropriate behaviour promptly and to report concerns to the designated child protection officer
- parents must help their children to behave in non-abusive ways which are respectful of both adults and other children. Child protection procedures will be followed where there is a reported allegation of any of the following forms of abuse – neglect; physical injury; sexual abuse; emotional abuse. Concerns and allegations in respect of FGM and Radicalisation will also be followed in line with Child Protection procedures (see appendix 1 for definitions of each area).
- school is aware that Greenwich is a high profile authority in respect of PREVENT and will liaise closely with the education officer as required
- as a stonewall champion and a rights respecting school we have zero tolerance towards discriminatory behaviour and our policies respect this

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/ volunteers in school. All staff/ volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff/ volunteer tells the child in a manner appropriate to the child's age/ stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

Roles and Responsibilities

LADO/Greenwich Safeguarding Coordinator for Schools - Ken Palmer

Contact details: 0208 921 4438

ken.palmer@royalgreenwich.gov.uk

All adults have a duty to protect children. Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, opinions, concerns and worries; where they are listened to, believed and feel supported. Staff are expected to treat children with respect within a framework of agreed and understood boundaries. Due to the day to day contact with individual children, staff are in particularly well placed to observe changes in behaviour, failure to develop and any signs of harm, neglect or abuse (possible signs and indicators of abuse are listed in appendix 1).

All staff who are responsible for the safeguarding of children receive training on an annual basis, led by the school staff and, every 3 years, by an external provider. Staff are made aware of any relevant updates that occur during the year through the staff briefing on a Friday morning or during Phase Briefing on a Monday.

i. The Governing Body has trained link governor for:

- Child Protection Irene Morley
- Looked After Children Irene Morley

The Governing Body will ensure that:

- The designated safeguarding Governor will ensure they undertake training for this role annually;
- the nominated child protection governor liaises with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher

- they monitor the child's protection policy, staff behaviour policy and check that all procedures are in place at least annually. The safeguarding policy and practice must complement other school policies e.g. anti bullying including homophobic language, cyber bullying, health and safety and be in line with guidance stipulated by the Royal Borough of Greenwich and Government legislation including the Whistleblowing policy. These policies must be available to parents on request.
- Montbelle works within a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2014). Appropriate staff and volunteer checks are carried out and procedures are in place for dealing with allegations against staff and volunteers that all comply with the Royal Borough of Greenwich Safeguarding Board's guidelines. All volunteers will be made aware of the school's procedure for safeguarding through the DSL.
- one member of an appointing panel will have attended safer recruitment training
- ensure a member of staff of the school leadership team is assigned to the role of Designated Safeguarding Lead
- must ensure that the school's DBS check is monitoring on a half termly basis and that checks follow current guidance set out by the government
- they monitor the adequacy of resources committed to child protection, and the staff and governor training profile
- they recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- Ensure the Headteacher remedies any issues or weaknesses in the Child protection procedures that are brought to their attention immediately.

ii. The Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school website or by other means.
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed whistleblowing policies.
- he/she undergoes child protection training which is updated regularly, in line with advice from the LSCB
- designated staff review termly the safeguarding procedures in school and feedback to the governing body
- Ensures a clear Job Description is in place for the DSL and that the DSL is a member of SLT and there is availability for the DSL to cover any term-time or out of term time activities.

iii. The trained designated safeguarding leads (Headteacher/senior managers) for child protection:

One DSL will always be available, during term time, and procedures in place for out of term time activities, to staff. Information regarding DSLs, including photographs of key members of staff, are displayed in school.

1 Rachel Waite (Headteacher)	Designated Safeguarding Lead
2 Elspeth Geden (Deputy Headteacher)	Deputy DSL
3 Sarah Stewart (Assistant Headteacher)	Deputy DSL – Operational DS lead in School
4 Simon Kinsella (Assistant Headteacher)	Deputy DSL

Contact details for Lead DSLs:

Rachel Waite 020 8857 3909 rwaite@montbelle.org.uk

Sarah Stewart 020 8857 3909 sstewart@montbelle.org.uk

The DSL will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- Maintain an up to date register, which reflects staff training (including Governors and DSLs), where staff sign their attendance at training and sign they have read '*Keeping Children Safe in Education*'
- undergo updated child protection training every two years and Safer Recruitment training every five years
- will be updated regularly to keep up to date with developments relevant to the role including e-bulletins, meeting DSLs or reading about recent safeguarding developments
- liaise with RBG when referring a pupil where there are concerns about possible abuse or harm
- contact the Local Authority Designated Officer (LADO) where there are concerns about a member of staff being involved
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children and are aware of the document, *what to do if you are concerned a child is being abused*
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'
- seek advice via consultation with the MASH team in order where necessary to determine appropriate responses

DSLs will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF)
- ensure parents are aware of child protection policies and understand that a referral might be made to Social Care to safeguard their child
- Ensure child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if: there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted. If the pupil has a Child Protection Plan, and is absent without explanation for one days, their key worker in Safeguarding is contacted.
- phone calls about absences are similarly logged and dated
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. an **EHAF** is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
- where a pupil has a **child protection plan** and transfers to another school;
 - the designated lead in Safeguarding is informed immediately
 - ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
 - or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible
- the monitoring of the first aid log and behaviour log will take place on a monthly basis to monitor any individuals/concerns
- they recognise how to identify signs of abuse and when appropriate make a referral;
- they refer cases to the relevant agencies (social care or the police)
- advice is sought from, and information shared with, relevant agencies before seeking consent or inform parents of a referral.
- Where practical, concerns should be discussed with the family and agreement sought for referral to social care, unless this may either by delay, or by the behavioural response it prompts, place the child at risk of significant harm.
- Liaise with the HT to inform him/her of any issues or ongoing enquires under Section 47 of the Children's Act 1989 or police investigations and ensure there is always cover for this role.

- Understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance.
- Have a working knowledge of how Local authorities hold a Child Protection Conference or Review and be able to attend and contribute to these effectively.
- Ensure all children receive well-being and mental health support, where deemed necessary, in relation to emotional harm caused as a result of a safeguarding issue.

Responsibilities of designated persons

The designated teacher is responsible for:

- having good, up-to-date knowledge of child protection issues, signs & symptoms and procedures
- the provision of advice and support to staff
- receiving all reports/information regarding concerns, suspected abuse/neglect or sustainable allegations, referring concerns to the appropriate agencies in accordance with the London Child Protection Guidelines (A copy of this is kept in the HT office)
- co-ordinating action within the school and liaison with all relevant agencies
- gaining information about how, when and by whom parents and pupils will be told that a referral has been made
- attending, with other staff as necessary, strategy meetings and case conferences
- informing staff involved as to the outcome of their concerns and any action to be taken
- reminding staff about the confidentiality of information
- seeking advice/support from social services, NSPCC, PREVENT officer, LEA child protection co-ordinator or ESW where there are general concerns about a child or where there is uncertainty as to whether a formal referral should be made
- maintaining confidential, accurate and secure child protection records/files
- maintaining a register of children on the child protection register and/or causing concern
- monitoring attendance and development of children who are on the child protection register or are a cause for concern and ensuring information is passed on when children change schools
- organising and attending relevant training courses for the designated teacher, all school staff and governors
- drawing up, reviewing & disseminating the child protection policy to staff, governors, parents and support staff (therapists etc)
- the induction of new staff in respect of child protection procedures and supporting staff involved in child protection referrals
- preparing termly reports about child protection for the governing body as part of the confidential section of the HT report
- reporting to the appropriate bodies any members of staff who, following an enquiry, it concludes would be unsuitable to work with children The designated governor is responsible for:
 - being aware of all issues and procedures associated with child protection
 - investigating any allegations made against the Headteacher/designated teacher
 - receiving and responding to complaints about child protection issues from parents or staff
 - undertaking full training before taking on the roll and ensuring this is updated at least every two years.

The staff

Recognising that disclosures might be made at any time during the school day, including breaktimes and lunchtimes, it is important that all staff, teaching and non-teaching, volunteers and others working in school need to:

- be aware that they have a responsibility to safeguard children, they have a duty¹ to share information with the designated leads, and through the designated lead, with other agencies; recognising that the disclosure may come direct from the child or from a third party.
- Can make their own referral to children's social care
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- know what and how to record concerns.
- all staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB. (*Whole staff training every three years*)
- maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the interests of the child

- Understand that children with SEND can face additional safeguarding challenges. Staff are aware of the additional barriers in identify possible abuse and neglect within these children; they recognised the need to:
 1. Explore the reasons for changes in behavior, mood and injury, rather than assume it is related to a child's disability
 2. Understand that children with SEND can be disproportionality impacted by things like bullying without outwardly showing any signs
 3. Overcome barriers and difficulties in communication with these children
- Recognise that peer-on-peer abuse must be taken seriously and reported.
- Read carefully any documentation provided by the DSL to update Safeguarding training.
- Raise concerns about poor procedures or potential failures in the school's safeguarding procedures and report these appropriately (NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns in school: 0800 028 0285 8am – 8pm Mon – Fri or email help@nspcc.org.uk)
- Ensure that all families within the class have a signed home school agreement

Procedures for Safeguarding (Reporting Concerns APPENDIX 2)

If any member of staff has a concern about a child in their care, they must, immediately, make a referral of their concern to the DSL or their deputy. Staff must provide the DSL with a signed and dated Red Form (**Appendix 3**). If necessary, staff are also able to report directly to children's social care, via MASH, or the police, if they feel there is an immediate concern or they do not feel their concerns have been listened to.

When the DSL, or in his/her absence, the Deputy DSL has been informed, he/she will make the decision whether or not to refer the concern to Social Care. The MultiAgency safeguarding hub (MASH) will be consulted when there is uncertainty about whether to refer.

**MASH Consultation Line Tel- 0208 921 2267 or contact
LADO/Greenwich Safeguarding Coordinator for Schools Ken Palmer on 0208 921 4438
ken.palmer@royalgreenwich.gov.uk**

Referrals will be made as soon as possible by telephone **and the appropriate forms completed and sent at the same time (Appendix 5)**. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (MASH) Tel 020 8921 3172 (see contact details below)

**Multi Agency Safeguarding Hub
Children's Services'
Safeguarding and Social Care, 1st Floor
The Woolwich Centre,
Wellington Street,
Woolwich, London
SE18 6HQ**

Staff are regularly reminded to *Respond, Record, Refer*

If another adult discusses their concerns about a child, staff are asked to listen, offer support and ensure they pass the information on to the designated teacher. All staff must ensure they maintain an appropriate level of confidentiality whilst, at the same time, liaising with relevant professionals such as the DSL. Staff should never promise a child that they will not tell anyone about an allegation and this may not be in the best interests of the child.

If a member of staff suspects that a child is at risk of Radicalisation, either directly or indirectly, these concerns must be noted in the same way and referred immediately through the appropriate channels (CHANNEL)

Where a confirmed case of FGM (Female Genital Mutilation) is disclosed it is the responsibility of the individual to whom the disclosure is made to report the case to the **Police**. Where FGM is suspected, the usual procedures for Safeguarding are followed.

These procedures must be applied even if the cause for concern is slight – it is better to be wrong than not to have acted.

Once concerns have been raised, the designated teacher will gather relevant information and decide on the most appropriate course of action. Staff directly involved will be kept informed of all decisions and action taken and other staff may be informed on a strictly need to know basis. Staff must have regard to issues of confidentiality at all times. Staff training includes the need to maintain appropriate protocols and ensure they work effectively with external injuries to share information and provide the relevant support to children.

Allegations concerning other children

This policy recognises that children are capable of abusing their peers. Staff are aware that any allegations will be investigated appropriately by reporting concerns to the DSL and will never be tolerated or passed off as “banter” or “part of growing up”. Any form of inappropriate touching or evidence of ‘initiation procedures, sexting (or other inappropriate use of new technology) will be robustly followed up.

Victims of peer on peer abuse will be supported as for any other form of abuse and in their best interests.

Peer on peer abuse can manifest itself in many ways. The curriculum provides opportunity for the school to help children safeguarding themselves from new technology and through learning about personal safety. (See also ICT policy, curriculum policy and equalities policy.)

The children have E-safety training annually and are given key information from CEOP and other online safety sites.

Protocol

If staff are concerned about a child who has an injury which is not typical of the bumps and scrapes normally associated with children’s injuries BUT the child has not disclosed any information, the member of staff should:

- Ask what has happened
- Listen to the child’s response
- Then follow the ‘pupil disclosure’ bullet points (see below)

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- If necessary, ask open questions, not leading questions
- listen to what is being said without displaying shock or disbelief
- accept what is being said allow the child to talk freely do not cross-examine, interview, probe or ask to see any injury that is not visible; listen only asking questions when necessary to clarify. Children’s evidence can all too easily be compromised by leading questions or repeated recital.
- reassure the child but not make promises which it might not be possible to keep
- not promise confidentiality – it might be necessary to refer to MASH
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- not criticise the alleged perpetrator
- explain what has to be done next and who has to be told.
- Find out just enough to assess if the matter needs to be referred
- The same approach must be used the disclosure is not made by the allegedly abused child but another child or adult

Record Keeping

When a pupil has made a disclosure, the member of staff should:

- make brief notes within 15 minutes of the conversation taking place and provide these to a DSL; in the event of a child being at immediate risk, or an allegation where referral is the only option, the report to the DSL must be immediate.
- All Red Forms must be signed and dated.
- the recording must be a clear, precise, factual account and avoid subjective judgements completed on the Red Form Copies of these forms are available in the Office, the Staffroom, or from the SENCo/HT; it is not the school’s responsibility to check out what any child tells nor should any abuser be questioned.
- Original notes must not be destroyed in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour (the child’s emotional condition) and the

words used by the child

- draw a diagram to indicate the position of any visible bruising or other injury on the appropriate body drawing, which should be suitably annotated to provide further detail (e.g. number, length of marks, description of marks, colour of marks/bruises, etc.)
- record statements and observations rather than interpretations or assumptions
- other details which you feel are relevant - including information about previous incidents which may not have been reported but now seem relevant
- ensure all documentation and notes are kept in a designated, locked storage unit, separate from main pupil records, including documents and notes where there is no need to refer immediately. The DSL will hold the key for this storage and will discuss the content of such files with staff on a need to know basis.
- Completed Red Forms and other notes/ records will be kept for the duration of the child's school career and, where a child changes school, the records will be forwarded to the link teacher at the receiving school. The school will retain a receipt for the records, signed for by the receiving school,
- Information contained will be regarded as confidential; any request for access to the information by NON GREENWICH SAFEGUARDING CHILDREN'S BOARD AGENCIES, e.g. solicitor or investigating agent, will be referred to the Headteacher/ DSL, who is advised to seek legal advice.

The designated teacher must keep detailed, contemporaneous notes of:

- discussions with staff
- discussions with the child
- discussion with parents
- information provided to social services
- decisions taken (with times, dates and signed)

The designated teacher will confirm verbal and telephone referrals to social services in writing within 48 hours of the referral.

Ongoing Concerns/Monitoring

Staff in regular contact with a child may be required to keep a record noting information about particular aspects of a child's behaviour, physical and/or emotional condition, or remarks they may make - either because concerns are ongoing or as part of a child protection plan.

Supporting children's emotional well-being and mental health

DSLs and all staff recognise that children's emotional well-being and mental health can be affected by exposure to harm or a risk of harm. As such necessary measures are always taken to protect children's emotional well-being within school and mental health support is put in place, when necessary, to counter any negative impact. Within school, our Learning Mentor/Family Support Worker, Vicky Nicolosi, provides pastoral and emotional support for all children experiencing safeguarding issues/harm, including exposure to domestic abuse, referrals are also made to our school based counsellor, Annie Thompson, for therapeutic intervention, and when needed CAMHS support/guidance is requested through a referral.

Attendance and Punctuality

At Montbelle, we monitor every child's attendance and punctuality and will arrange to meet, with support from the LA, with any parent who falls below the schools target. We will also monitor pupils irregular attendance and refer any concerns to our AWA.

If a child is the focus of CP Plan/ or is a Looked After Child and is absent from school, **without an explanation being given or contact made by the parent/carer**, the child's social worker will be made aware on the first day of absence.; this may trigger actions identified in the joint police and social care protocol for children missing from care.

Staff are aware, and are regularly reminded, of their part in monitoring attendance, encouraging children to attend regularly and working with parents in this respect. *Schools also have a safeguarding duty under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.*

Children Missing In Education

At Montbelle we monitor pupils' attendance through a daily register. Attendance is tracked daily and monitored by monthly visits from the AWA (Attendance and Welfare Officer). If a child is missing for more than 10 school days, without permission, the school will notify the local authority. All staff are aware of the need to refer children who have missed 10 days of education as a CME

Reports for Child Protection Conferences/Core Group Meetings

Reports for child protection conferences or core group meetings must be written on the agreed proforma (Appendix 4). They should focus on the child's educational progress and achievements, attendance, behaviour, participation, relationships with other children and staff and, where appropriate, their appearance and concerns.

They should provide clear factual information. Staff should be aware that these reports will be made available to parents at the child protection conference.

Appointment of staff

The Governors will, when appointing staff, take account of the guidance issued by the DfE (Keeping Children Safe in Education 2014), safer recruitment procedures and RBG Personnel Department procedures and observe the following guidelines:

- documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- all references will be taken up before the formal offer of employment is made
- at interview all candidates will be asked to account for any gaps in their career/employment history
- DBS, identity and academic qualification checks via the GTC will be undertaken

We require all adults employed in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse.

Allegations against staff and volunteers

The policy and procedures for dealing with such allegations are set out in the London Child Protection Procedures and DfES circular 10/95 – copies of which are in the Headteacher's office for reference. This applies to any child the member of staff/ volunteer has contact with in their professional/ personal or community life. To reduce the risk of allegations all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults Who Work With Children and Young People in Education Settings.*'

Should you see something happening to a child in school that you feel concerned about, or that you feel may constitute abuse, please report it immediately to the DSL - unless the DSL is the person about whom the concern/allegation is being made. In this situation, staff should talk to either the Headteacher or the Chair of Governors.

Where a concern is raised, the Headteacher themselves will **not** investigate the allegation itself, but will assess whether it is necessary to refer to the LADO (Ken Palmer, 020 8921 4438, or Winsom Collins 020 8921 4472). If the allegation meets the criteria set out below, then the Headteacher will contact the LADO without delay and provide the LADO with written confirmation of the allegation:

- Behaved in a way that has, or may have, harmed a child;
- Possibly committed a criminal offence against, or in relation to a child;
- Behaved towards a child or children in a way which indicates she/he would pose a risk of harm if they work regularly or closely with children;
- Behaved in a way contrary to the staff code of conduct.

The Headteacher will, after conversation with the LADO, inform the subject of the allegation. If there is an allegation or concerns raised against the Headteacher, then the Chair of Governors will be contacted and the Chair of Governors for the school is Irene Morley chairofgovernors@montbelle.org.uk. In the event of allegations or concerns against the Headteacher, the chair of Governors will contact the LADO.

It must be noted that failure to report a concern about working practices, or breaches of the staff code of conduct, is a serious matter and can lead to disciplinary actions.

Resources and Training

Montbelle recognises the importance of staff training in child protection issues and in staff attending case conferences and are committed to providing resources to enable this to take place. Training includes forms of abuse, FGM, prevent, radicalisation, honour based violence and disguised compliance. We are also committed to the provision of a curriculum that includes the teaching of skills and abilities that will help children develop and maintain their personal safety with confidence. This is delivered through the values of Stonewall, Rights Respecting Schools, British Values and our PSHE/SRE teaching.

Staff will be regularly updated as necessary, as information becomes available; whole staff training is updated at least yearly, with external training every three years.

The DSL will maintain a record of training:

	Teacher or member of staff name	Date
Designated Safeguarding Person	Rachel Waite	Jan 2017
Deputy DSL	Elspeth Geden Sarah Stewart Simon Kinsella	Jan 2017 July 2017 July 2017
Designated Teacher for Looked after Children	Sarah Stewart	Booked for October 2017
Safer Recruitment	Rachel Waite Sarah Stewart	June 2014
Annual safeguarding/CP training	All staff	September 4 th 2017
Safeguarding – Honour Based Violence (FGM, forced marriage etc)	All staff	September 5 th 2016
Child Sexual Exploitation (CSE)		
Prevent	All staff	September 5 th 2016
Extremism awareness		
E-Safety training	Helen Relf	Jan 2017
First Aid	Individual staff	
Positive Handling (physical restraint)	All staff; refresher training	November 2016
Early Years Statutory Framework Section 3 training	Early Years team	Booked for Autumn term 2017

Prevention and Support

We aim to keep both children and staff safe by ensuring that:

- all staff are aware of the possible risks and know how to handle concerns relating to child abuse and are kept updated through regular briefings
- all staff and volunteers are subject to formal vetting procedures
- volunteers and students on placement are supervised by members of staff and are not left on their own with pupils and receive an induction appropriate to the role which must include safeguarding/ child protection procedures
- staff adhere to the guidelines on relationships, expectations and behaviour management set out in the appendices and other relevant school policies
- the school curriculum includes the development of skills and abilities that will aid children in keeping safe
- parents must always be informed by telephone and letter of any injury sustained by their child at school
- all accidents and injuries are recorded on using the appropriate systems
- The DSL (and any deputies) must attend local authority GSCB *working together to safeguard children* training to receive training specific to their role **before** taking lead responsibility for leading safeguarding; this training must be updated at least every two years and DSLs should also ensure they keep their own subject knowledge

updated through relevant channels at other times. DSL/deputies will also undertake PREVENT awareness training. DSL's are also expected to engage in the whole school refresher training on an annual basis.

Early help support

Staff across the school are confident to identify children who may benefit from early help, allowing them to be supported as soon as a problem emerges in a child's life. Initial concerns are raised with the Designated Lead Teacher to discuss any early help requirements the child and/or family may need, the sharing of information with other professionals to support early identification and assessment or acting as the lead in undertaking an early help assessment.

This could also include access to in school support for example Child and Family Engagement Support Worker, Counsellor, the signposting of particular groups/support around the Local Authority, or a referral to social services if the situation does not appear to be improving.

Staff understand the role of Early Help in Greenwich and are reminded in Safeguarding updates on a regular basis

Royal Greenwich Early Help Guidance

Royal Greenwich Early Help Guidance supports children and families with emerging needs and promotes a shared responsibility to facilitate significant and sustained change in children's lives, building resilience, preventing and protecting children from harm. Early help is focused developing and breaking intergenerational cycles of poverty through working with children's parents/carers and families.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- is showing early signs of abuse and/or neglect.

Further information can be found from:

www.greenwichsafeguardingchildren.org.uk

Early Help consultation line 0208 9214590 1- 4pm

Early-help-refer@royalgreenwich.gov.uk

Early Help preventions directory available on the GSCB website

Prevention in the Curriculum

The key principles of British Values, Stonewall and Rights Respecting Schools are embedded throughout our curriculum. The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

1. safely explore their own and others' attitudes
2. recognise and manage risks in different situations and how to behave responsibly
3. judge what kind of physical contact is acceptable and unacceptable
4. recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure;

- including knowing when and where to get help (including possible sources of radicalisation)
- 5. use assertiveness techniques to resist unhelpful pressure.
- 6. Internet Safety

Arrangements for children being collected from school

We recognise that our duty to safeguarding our young children covers our end of day arrangements. We expect that children will be collected by a parent, relative or responsible adult at the end of the school day; we do not allow children under the age of 16 to collect a younger child from school.

We do recognise that parents have the right to make arrangements for their child to walk home unaccompanied when the parent feels they have reached an appropriate age to do so safely (in the event that the school considers there are safeguarding implications attached to this decision, they have a statutory duty to raise these. This will be done with the parent in the first instance.)

When parents wish to give permission for their child to walk home unaccompanied, they will be asked to complete, sign and date a consent form (Appendix 6); the school will not accept email permission. Once received, the signed consent will be shared with appropriate staff, stored in the class folder, and the named child will be allowed to leave the school premises *at the end of a school day* (3.30pm) without an adult present. This consent will not:

- Allow children to leave school unaccompanied at any time other than the end of the school day, e.g. if unwell, attending an appointment or for any other reason;
- Allow children to leave after school clubs/ Alpha Club unaccompanied;
- Allow the school, after school clubs or Alpha Club to place a child in a taxi without a known adult being present and accompanying the child.

The school will address any other circumstances, in line with this safeguarding policy. If the school has concerns, at any point, that the arrangements in place constitute a safeguarding concern, the school reserves the right to withdraw parental permission and put in place the necessary arrangements to ensure the safety of the child. The consent form is available from the school office.

These arrangements will be reviewed in September 2017, or sooner if a need to do so is identified.

Communication with parents

Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.

The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

Complaints

Parents should direct concerns or complaints about the behaviour of staff to the Headteacher in the first instance.

If the complaint is about the Headteacher, parents should initially talk to the alternate designated teacher (Deputy Head) and then to the Chair of Governors. Both the Deputy and the Chair will then discuss the complaint with the clerk to governors.

If parents, or staff, are not satisfied with the school's response to complaints about child protection issues, they should contact the designated lead officer for child protection within the LA.

For further information go to: www.greenwichsafeguardingchildren.org.uk

Monitoring & Evaluation

The responsibility for ensuring that the Safeguarding/Child Protection Policy and procedures are in place, available to parents and are reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

Related Policies

- Anti-bullying policy
- Medical Needs
- E-safety policy
- ICT policy
- Acceptable use agreements
- Behaviour policy
- Preventing and tackling Bullying, DfE, July 2017
- Information Sharing, DfE, March 2015
- Child Missing in Education, September 2016
- Equalities policy
- Whistleblowing
- Safer Recruitment in schools
- Induction policy
- Drugs in school
- Staff Code of Conduct
- Photography policy
- Intimate care policy
- Positive handling/ Physical restraint
- Sex and Relationships Education Policy (SRE)
- Attendance
- Health and Safety
- Curriculum policy

Appendix 1

Definitions of child abuse 'Child Abuse and neglect' is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child.

There are 4 broad categories of abuse which are used for the purposes of registration. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger e.g. witnessing domestic violence
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs; likely to result in the serious impairment of the child's health and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Female genital mutilation (FGM) Physical and Emotional

Female genital mutilation (FGM) is the **partial or total removal of a girl's external genitals**. Her body is physically damaged when the healthy tissue of her genitals are cut away. There are **no health benefits** to FGM. Complex cultural and social reasons are often given about why it is practised. FGM has harmful effects on the **health and wellbeing of a woman** throughout her life and **contravenes human, women's and child rights**.

Radicalisation

Radicalisation is the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Appendix 2

Risk indicators and signs of abuse

This is not a checklist of abuse. The factors described are frequently found in cases of child abuse but their presence is not proof that abuse is occurring/has occurred but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the designated teacher
- May require consultation with or referral to Social Services
- Should be considered in the light of knowledge about the individual child

All symptoms are of concern but may be of greater concern if there are a number of signs or where one persists in such a way that it is unusual for a particular child.

Physical abuse

- unexplained injuries; injuries inconsistent with explanation or several different explanations provided for an injury or refusal to discuss injuries
- injuries untreated or unexplained delay in seeking treatment
- bruising, grasp or slap marks
- long marks/welts or circular burns
- bite marks, burns, scalds
- large number of minor injuries/scars
- withdrawal from physical contact/flinching at sudden movements
- kept away from school medicals/fear of medical help
- attention seeking or over compliance
- low self esteem
- self destructive tendencies; self mutilation
- aggression to others
- reluctance to go home
- FGM

Emotional Abuse

- physical, mental and emotional delay or disturbance
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- continual self deprecation; over reaction to mistakes
- sudden speech disorders
- fear of new situations; inappropriate emotional responses to stressful situations
- neurotic behaviour e.g. rocking, hair twisting, thumb sucking
- self mutilation
- fear of parents being contacted; chronic running away
- extremes of passivity or aggression
- drug/solvent abuse
- enuresis; encopresis
- 'frozen watchfulness' – particularly in pre-school children

Sexual Abuse

- inappropriate sexually explicit or sexualised behaviour, conversation, play or drawings inappropriate to the child's age
- continual and inappropriate or excessive masturbation
- self harm (including eating disorder), self mutilation and suicide attempts
- soreness, pain, injury or itching of genital areas, bruising to buttocks, abdomen and thighs; sexually transmitted diseases/recurrent infections
- aggressive outbursts, tantrums
- persistent problems with sleeping, bedwetting, nightmares
- unhappiness, depression, low self esteem
- alcohol/drug abuse
- suicide attempts; self mutilation
- lying, delinquency, stealing
- any change in behaviour, particularly excessive clinging or insecurity fear of specific situations e.g. being bathed, changed, put to bed

Neglect

- constant hunger; emaciation
- poor personal hygiene and/or clothing
- untreated medical conditions
- repeated accidents
- constant tiredness, listlessness, apathetic or unresponsive with no apparent medical cause
- frequently absent from school
- destructive tendencies
- low self esteem
- relationship/social interaction problems
- compulsive stealing or scavenging for food/clothes
- chronic running away

Female genital mutilation (FGM)

- holiday requests made to school for significant lengths of time (Pre warning)
- long periods of time away from the classroom during the day with bladder or menstrual problems
- difficulty walking, sitting or standing
- prolonged absences from school
- noticeable behaviour changes
- withdrawal
- depression
- avoidance of P.E.
- recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

Child Sexual Exploitation (CSE)

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

Radicalisation

Changes in behaviour, including but not exclusively:

- **Seeking to hide views**
- **Children becoming argumentative and unwilling to listen to other people's points of view**
- **Refusal to engage with or become abusive to peers who are different to themselves**
- **Comments made to others based on race, religion, gender or sexuality**
- **Changes in friendship groups**
- **Changes in appearance**
- **Becoming susceptible to conspiracy theories and feelings of persecution**

PUPIL CONCERN FORM

Name of Child:	Date of Birth:	Class:
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Nature of Concern: (be as specific as you can, using child's own words, facts and wherever possible dates and times. Continue on the back if needed)

Signed:..... Position:..... Date:.....

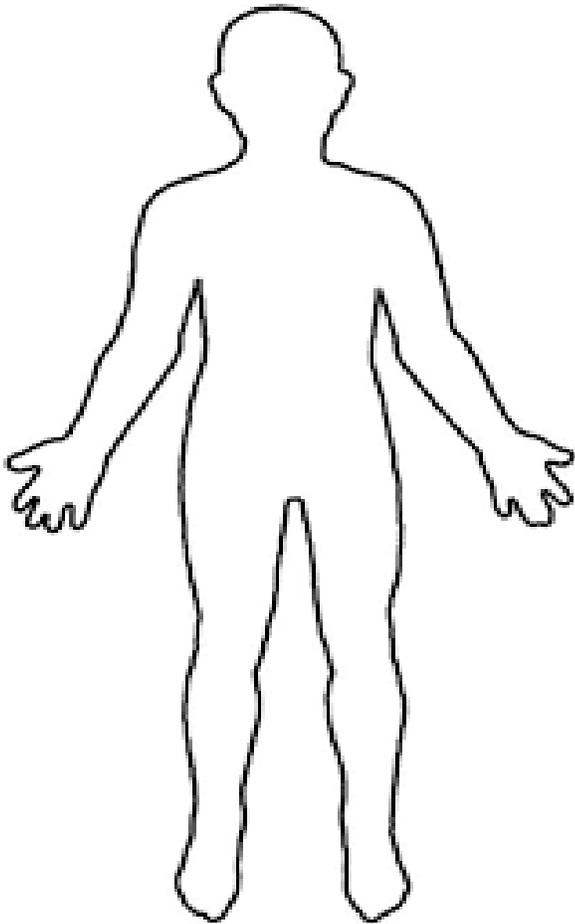
Action Taken:

Follow Up:

Signed:..... Position:..... Date:.....

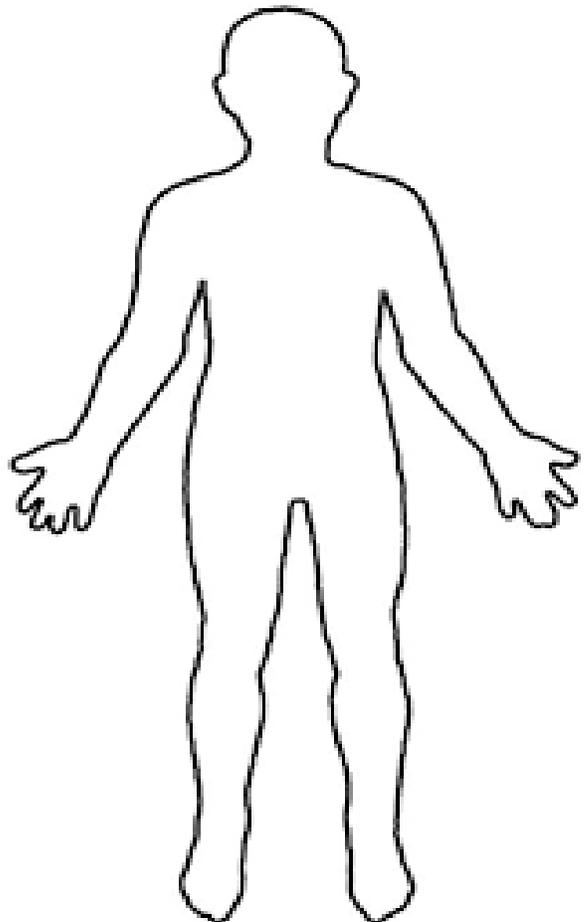
As soon as a concern is raised, it should be brought to the attention of the Designated Child Protection Officer immediately.

FRONT



Please label any marks you have been shown

BACK



Appendix 4.



PROFESSIONAL / AGENCY REPORT FOR CHILD PROTECTION CONFERENCE

Please complete this report and share it with parents well before the conference, and return it to CP Conference Admin at least 2 days before an Initial Conference and a week before a Review Conference. Please make sure that you avoid professional jargon, and that you use specific examples and clear, simple language. Brief bullet points are often helpful.

Name of Family:

Date of Child Protection Conference:

Agency	
Name and role of professional working with the family	
Address, phone number and email	

Child(ren)

Name	DOB	Age	Disability	Gender	Ethnicity	Religion

ANY SIGNIFICANT EVENTS FOR THE FAMILY LEADING UP TO THIS CONFERENCE (OR SINCE THE LAST CONFERENCE)?

WHAT WORK HAS BEEN DONE WITH THE FAMILY AND WHAT DIFFERENCE HAS THIS MADE?

CHILD(REN)/YOUNG PERSON'S EXPERIENCE (Including the child/young person's wishes and feelings) - for professionals working directly with the child(ren)

Analysis

WHAT IS GOING WELL?

WHAT ARE YOU (STILL) WORRIED ABOUT?

WHAT DO YOU THINK WE NEED TO UNDERSTAND MORE ABOUT?

Recommendations

WHAT DO YOU THINK NEEDS TO HAPPEN AND WHEN? WHAT CAN YOU OFFER TO HELP WITH?

Sign off and Date

NAME	
DATE	

Appendix 5

Staff Training

All Staff

All staff will receive a yearly refresher on Child Protection Policy and Procedures.

Training on child protection will be provided for all staff every 3 years and will aim to:

Develop an understanding amongst all staff of:

- abuse generally
- possible signs and indicators of abuse such that staff can be alert to them
- children's rights and the expectations within school of all adults
- behaviour/responsibilities necessary to uphold those rights
- procedures within the school and LA for handling suspected child abuse
- issues of confidentiality

Newly Appointed Staff

Training on child protection issues and procedures will form part of the induction programme for all newly appointed staff. It will be provided by the designated teacher.

Designated Teachers

Designated and nominated teachers will attend external child protection training every 2 years to ensure they have good, up-to-date knowledge of:

- Child protection issues
- Signs and indicators of abuse
- Legislation
- School and LA policies and procedures
- The roles and responsibilities of the agencies involved
- Multi-agency working practices
- Child protection conferences and good record keeping practices such that they can provide information and advice to staff

Appendix 6



As an adult with parental responsibility for:

Name: _____

Date of Birth: _____

(insert child's name and date of birth above), I hereby provide my consent for the child named above to leave the premises of Montbelle School unaccompanied at the end of the school day (3.30pm) to make their journey home independently.

I understand, I will need to collect my child from the school premises, or provide (in writing) the name of another adult who will collect my child from the school, in the following circumstances:

- In the event of my child needing to leave school at a time other than the end of the school day, e.g. in the event of illness, an injury, or an essential pre-arranged appointment, e.g. dentist appointment,
- When my child has attended an after-school club, a school run booster session, or Alpha Club, or if my child is leaving school for any reason later than the usual end of the school day (e.g. a pre-arranged educational visit),
- When transport arrangements are in place and my child is collected by taxi.

I understand that the school will follow usual safeguarding measures for any other individual circumstance which might arise and will contact me through the contact details held by the school; I will ensure these are kept updated.

I understand that Montbelle Primary school cannot be held responsible for the safety of my child once they have left the school premises. I have spoken with my child about how they keep themselves safe and what actions to take should they encounter difficulties during their journey home.

I understand that, should I chose to change this arrangement, I will inform the school in writing and I understand that the school reserves the right to withdraw this permission if safeguarding concerns arise.

Signed: _____

Name: _____

Date: _____

Appendix 7

'Early Help' in Greenwich is:

- Taking the initiative to tackle issues and difficulties and resolve problems for children and their parents/carers as early as possible
- Recognising the actions that each and every professional working with children and their parents can take as a single agency to resolve issues and problems
- Bringing together professionals involved with the child, their parents/carers and family who have a role in meeting the child's and families' needs to agree a coordinated approach when input is required from more than one service
- Ensuring children and their parents/carers and families are consulted and engaged in the assessment, planning and review of early help interventions and support
- All agencies taking responsibility for the delivery of meaningful, purposeful early help responses
- Wherever possible, ensuring interventions with children and their parents/carers and families are led by those who know them best
- Recognising Early help is not just about the early years, it is about working with all children to the age of 18 and with young adults with SEND to the age of 25 to prevent problems developing and break intergenerational cycles of poverty through working with children's parents/carers and families.
- Being familiar with the document 'Working together to safeguard children', which identifies specific groups of children who would benefit from early help. Professionals should, in particular, be alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs
 - is a young carer
 - is showing signs of engaging in anti-social or criminal behaviour
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
 - is showing early signs of abuse and/or neglect.

Recognising that the focus in Greenwich is on providing early help from conception to adulthood for children and providing early help for their parents/carers and families to facilitate significant and sustained change in children's lives.

Appendix 8 School procedures

