

Newham Community Learning - Safeguarding Policy

Last updated: July 2022

Applies to: Newham Community Learning

Approved by: Trust Board, September 2022



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Contents

| | |
|--|----------|
| 1. Overview of the Policy Management Process | 3 |
| 1.1. Document history | 3 |
| 1.2. Review and approval | 3 |
| 2. Newham Community Learning Policy | 4 |
| 2.1. Aims and introduction | 4 |
| 2.2. Statutory framework | 5 |
| 2.3. The Trust Board | 6 |
| 2.4. School Governing Bodies | 6 |
| 2.5. The Designated Safeguarding Lead (and Deputy) | 7 |
| 2.6. The Headteacher | 8 |
| 2.7. All school staff | 8 |
| 2.8. Types of abuse / specific safeguarding issues | 8 |
| 2.9. Child on child abuse | 10 |
| 2.10. Sexual Violence and Harassment | 10 |
| 2.11. Children Missing from Education (CME) | 11 |
| 2.12. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines | 11 |
| 2.13. Serious Violence | 12 |
| 2.14. Domestic Abuse | 12 |
| 2.15. Operation Encompass | 12 |
| 2.16. Honour Based abuse | 12 |
| 2.17. Female Genital Mutilation (FGM) | 12 |
| 2.18. Forced marriage | 13 |
| 2.19. Prevention of radicalisation | 13 |
| 2.20. Mental Health | 13 |
| 2.21. Contextual Safeguarding | 14 |
| 2.22. Children potentially at greater risk of harm | 15 |
| 2.22.1. Children with special educational needs and disabilities | 15 |
| 2.22.2. Children who need a social worker | 16 |
| 2.22.3. Looked after Children and previously looked after children | 16 |
| 2.22.4. Private Fostering | 16 |
| 2.22.5. Children requiring mental health support | 17 |
| 2.23. Procedures | 17 |



| | |
|---|----|
| 2.24. Practice when police are called to the school | 18 |
| 2.25. Training | 19 |
| 2.26. Professional confidentiality | 19 |
| 2.27. Record keeping, information sharing and risk assessment | 19 |
| 2.27.1. Risk assessment - sexual abuse and harrassment | 21 |
| 2.28. Opportunities to teach Safeguarding | 21 |
| 2.29. Multi-agency working | 22 |
| 2.30. Allegations about members of the workforce | 22 |
| 2.31. Whistleblowing | 24 |
| 2.32. Annex 1 - Contact details - all Trust schools | 25 |
| 2.32.1. Eastlea Community School | 25 |
| 2.32.2. Lister Community School | 25 |
| 2.32.3. Portway Primary School | 26 |
| 2.32.4. Rokeby School | 26 |
| 2.32.5. Sarah Bonnell School | 27 |
| 2.32.6. Selwyn Primary School | 28 |



1. Overview of the Policy Management Process

1.1. Document history

| Date | Revision | Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point) |
|-----------|--|---|
| Sept 2021 | Trust level Safeguarding Policy in place | v1.0 |
| June 2022 | Revisions further to Child Q case, including police involvement Formatted for NCST use | v.1.1 |
| July 2022 | Revisions to reflect changes to KCSiE - 01 September 2022 Extracts from the guidance are presented in italics Released as a Newham Community Learning Policy | v.2.0 |

1.2. Review and approval

The Whistleblowing Policy applies to the whole Trust. It is reviewed by the Executive Team (and/or their delegates) and is then presented to the Trust Board for approval (via a relevant board committee if appropriate).

It is reviewed in line with the Trust Policy Review Schedule.



2. Newham Community Learning Policy

2.1. Aims and introduction

“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone’s responsibility. 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.

No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”

(Keeping Children Safe in Education – DfE, September 2022)

This Safeguarding Policy is for all Trust employees, and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for each of our schools and should be read along with the school’s Staff Code of Conduct, Physical Handling Policy, Anti-Bullying Policy, Behaviour Policy, Educational Visits Policy, Attendance Policy and Online Safety Policy.

The Trust recognises that the local community of each school may mean that context-specific additions to this Trust level Policy are deemed appropriate. If this is the case, DSLs and the school leadership teams will make highlighted additions to this text and/or add annexes as appropriate. No text in this policy will be removed.

All staff are given a copy of Part One and Annex A of the statutory guidance at the start of their work with the Trust and annually thereafter.

Our Trust is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2021).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2021 as:



- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes For the purposes of this policy children includes everyone under the age of 18.

2.2. Statutory framework

The Education Act 2002 Section 175, places a statutory responsibility on each governing body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.

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

Our schools also work in accordance with the following legislation and guidance:

London child protection procedures <http://www.londoncp.co.uk/>
 Keeping Children Safe in Education (DfE September 2021)
 Working Together to Safeguard Children (HMG, 2018)
 Education Act 2002
 Counter-Terrorism and Security Act (HMG, 2015)
 The Prevent duty Departmental advice for schools and childcare providers (DfE 2015) Prevent Duty
 Guidance for Further Education Establishments in England and Wales (HMG 2015)
 Serious Crime Act 2015 (Home Office, 2015) 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)



Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)

Advice on Whistleblowing in Maintained Schools (DfE 2014)

<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools> Voyeurism (Offences) Act 2019

Review of sexual abuse in schools and colleges (Ofsted 2022) Covid 19 Guidance for full opening: schools (DfE 2nd July 2020)

London Child Protection Procedures produced by the London Safeguarding Children Board and Newham Local Safeguarding Children Partnership are available from:

<https://www.newhamscp.org.uk/>

<https://contextualsafeguarding.org.uk/>

2.3. The Trust Board

The Trust Board has a responsibility to ensure that the policies, procedures and professional development and training in each Trust school are effective and comply with the statutory requirements at all times. It does so by monitoring Safeguarding reports from each school, and through the work of the Chief Executive and Executive Group.

In addition to this, the Trust Board appoints a Lead Trustee for Safeguarding who meets at least once per year with the Governing Body Safeguarding Leads and with the Designated Safeguarding Leads for each school, as part of the Trust's Annual Review of Effective Safeguarding Practice.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training is designed to ensure that they are able to provide the board and local governing bodies with strategic challenge to test and assure themselves that the policies and procedures in place are effective and support a robust whole school/whole Trust approach to safeguarding.

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

The Chief Executive of the Trust is also responsible for ensuring that Safeguarding issues are regularly reviewed at the Executive Group, and for ensuring that any employees of the Trust who



are not school-based are also included on the Trust's Single Central Record, and that they receive regular safeguarding and child protection updates, at least annually.

A member of the Executive Group who has extensive experience of managing Safeguarding issues supports the work of DSLs across the Trust by providing half-termly supervision meetings to DSLs, ensuring that they are supported in their roles.

2.4. School Governing Bodies

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

It ensures that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection and safeguarding policy reflects statutory and local guidance and is reviewed at least annually.

The governing body also ensures there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) 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 2022.

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

The governing body monitors to ensure that all staff members and volunteers undergo safeguarding training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The governing body will also ensure that staff have the knowledge, skills and understanding of children who have an allocated social worker; looked after and previously looked after children in order to recognise their additional vulnerabilities and keep them safe.

The governing body ensures that children are taught to keep themselves safe, including online, ensuring that appropriate filters and monitoring systems for online usage are in place in school.



This will include children that are accessing on-line learning at home. The governing body ensures the effectiveness of these systems through regular review. 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 Trust's 'Safer Recruitment policy for further information). It also ensures that volunteers are appropriately supervised in school. We will ensure that we obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

2.5. The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing the child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school. The DSL will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times. The DSL is a source of advice and support to other staff on child protection matters and makes sure that timely referrals to Newham multi-agency Safeguarding Hub (MASH) are made in accordance with current London Child Protection Procedures. The Designated Lead works with the local authority, the Channel programme and other agencies as required. If for any reason the Designated Safeguarding Lead (DSL) is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

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

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

2.6. The Headteacher



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

The Headteacher will make sure that they are 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.

2.7. All school staff

Everyone at any Trust school has a responsibility to provide a learning environment in which our children can feel safe to learn. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to the Newham Multi-Agency Safeguarding Hub (MASH) when there is a need to do so.

All staff in our schools are familiar with the Newham Pathways to help and support. See Appendix 1.

2.8. Types of abuse / specific safeguarding issues

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

All school and college staff should be aware that abuse, neglect 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 with one another.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own



intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.

Keeping Children Safe in Education (DfE, 2022 - pp 9 - 10)

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

- Physical
- Emotional
- Sexual
- Neglect

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

Importantly, in all circumstances where there may be abuse or neglect, staff understand that children may not feel ready or know how to speak to a trusted adult. Staff understand the concept of 'professional curiosity' in such instances. As outlined in KCSiE - September 2022, pp. 8:

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



All staff recognise that risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff ensure that they work to reduce any additional barriers that these children might face, and that children know they can share any concerns they might have with staff.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Keeping Children Safe in Education (DfE, 2022 - pp 11)

2.9. Child on child abuse

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

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, physical abuse, sexual violence, sexual harassment, upskirting, sexting and initiation type violence. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. 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.

The arrangements for prevention of and response to issues at each school are set out in the school Behaviour Policy and Anti-Bullying Policy.

2.10. Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our schools take all victims seriously and they will be offered the appropriate support.

Our schools 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 schools 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 also includes 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence under the Voyeurism (Offences) Act 2019.

2.11. 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 schools recognise 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 attendance line on the first day of absence. If this does not happen the school will contact home. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. 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 schools 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.

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

Both CSE and CCE are forms of abuse and power and both occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to boys and girls from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may,



or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs 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 schools are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and CCE 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. The DSL will consider a referral using the Newham pathways or a direct referral using the National Referral mechanism for human trafficking.

2.13. 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.

2.14. Domestic Abuse

Domestic abuse is defined as "any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: physical; sexual; financial and emotional."

Children can witness and be adversely affected by domestic abuse. Exposure to domestic abuse and/or violence can have a serious long lasting emotional and psychological impact on children.

2.15. Operation Encompass

Our schools work together with the police to support children who have been exposed to domestic violence. If the police attend an incident of domestic abuse and a student is present they will



inform school before the child arrives at school the following day. The Safeguarding Team then works with the Pastoral Team to put a support plan in place.

2.16. Honour Based abuse

So-called honour based abuse (HBA) 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.

2.17. 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 schools will operate in accordance with the statutory requirements relating to FGM in line with the London Child Protection Procedures.

2.18. 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.

2.19. Prevention of radicalisation

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

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of children 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.

See Prevent Risk Assessment for further information.

2.20. Mental Health

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

Our schools work to protect the emotional wellbeing and resilience of all children 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 children. 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 help and support pathways.

2.21. Contextual Safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual abuse takes different forms and children are vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

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

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

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

Newham PCEHH – Preventing Child Exploitation and Harm Hub

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PECHH helps to identify and engage with children and young people who may be potentially at risk from any form of exploitation by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response



to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

It is well documented that focusing on prevention, early identification and intervention helps disrupt activity that might increase the probability of children and young people being exploited. Where there are low or emerging risks of child exploitation with no safeguarding concerns but heightened vulnerabilities, the child or young person is referred to the PCEHH for a multiagency discussion to agree a co-ordinated package of support for the whole family. Involving all family members can be a key determinant in supporting children and young people to remain safe and achieve good outcomes.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

2.22. Children potentially at greater risk of harm

2.22.1. Children with special educational needs and disabilities

Our schools understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our schools recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Be 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 and
- The requirement of personal or intimate care

Our schools will consider these additional vulnerabilities and challenges in considering the safeguarding of our children.

2.22.2. Children who need a social worker



Children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and mental health.

To support children with social workers school Safeguarding Teams work in partnership with the Year Teams and the SENCO.

2.22.3. Looked after Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Previously looked after children potentially remain vulnerable.

The DSL is the Designated Teacher for Looked after Children and works closely with the local authority to promote the educational achievement of registered students who are looked after and liaises with the Virtual School to discuss how the pupil premium funding can be best used to meet the needs identified in the child's personal education plan.

2.22.4. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.



School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

2.22.5. Children requiring mental health support

Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have systems in place for identifying possible mental health problems and work in partnership with external agencies including School Counsellors, Newham HeadStart and CAMHs to support children and their families.

2.23. Procedures

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our schools 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 or a Safeguarding Officer.

Any concerns about a child or young person at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Lead (DSL).

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, 2022)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead or a Safeguarding Officer.



Where there is risk of immediate harm, concerns will be referred by telephone using the Newham Multi-Agency Hub or the Police.

Less urgent concerns or requests for support will be referred via the Newham Referral Pathways 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 Multi-Agency Hub 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. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer using the Newham referral pathways where there is suspected or actual risk of harm to a child. (appendix 2)

When new staff, volunteers or regular visitors join our schools 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.

2.24. Practice when police are called to the school

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

Best practice is to consult the Safer Schools Officer before contacting police directly, unless the risk is considered to be escalating at a rate that precludes contacting the SSO. This school will prioritise contacting the SSO for advice before asking for other officers to attend.



In the event that a child is interviewed on site by police, the DSL will act in loco parentis at that interview to provide support to the child. Parents/carers will be informed directly that the police have been called to the school in connection with their child, subject to the safeguarding guidelines below. A suitably trained Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed. Appropriate Adult | Youth Justice Legal Centre (yjlc.uk); DRAFT GUIDE FOR (publishing.service.gov.uk) (role and responsibilities of an Appropriate Adult).

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

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

2.25. Training

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

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

2.26. Professional confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or children) or promise to keep a secret. In accordance with statutory requirements, where there is a child



protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or deputy and may require further referral and subsequent investigation by appropriate authorities.

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

2.27. Record keeping, information sharing and risk assessment

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 UK GDPR, **these do not prevent the sharing of information for the purposes of keeping children safe.**

Our schools are confident of the processing conditions that allow us to store and share information for safeguarding purposes. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Furthermore, *practitioners may share information without consent where there is a good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would place a child at risk.* (DfE - KCSiE 2022, p.31).

This can be particularly relevant in cases of sexual abuse or sexual harassment. Where the victim does not want to tell anyone about the incident, the DSL's advice must always be sought. Ultimately, the DSL (or deputy) will have to balance the victim's wishes against their duty to protect the victim and other children, taking a range of considerations into account. Staff are made aware that the role that social media might play in exposing identities must also be carefully considered.

Well-kept records are essential to good child protection practice. Our schools 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 on Safeguard, noting what was said or seen, if appropriate, using a body map to record, with the date, time and location. This is then presented to the Designated Safeguarding Lead (DSL) or deputy, who will decide on the appropriate action and record it accordingly.



In cases of sexual abuse or harrassment, if the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.

Where a pupil transfers from any Trust school to another school or educational setting including colleges, their child protection records will be forwarded to the new educational setting either by hand, recorded delivery or via secure transmission if sent electronically. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and retain a copy of the file for our records.

Where a pupil joins our school, we will request all child protection records from the previous educational establishment if none are received.

2.27.1. Risk assessment - sexual abuse and harrassment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) ensures that there is an immediate risk assessment undertaken. Where there has been a report of sexual harassment, the need for a risk assessment is considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support;
- whether there may have been other victims;
- the alleged perpetrator(s);
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms; and
- the time and location of the incident, and any action required to make the location safer.

Risk assessments are recorded and are kept under review. At all times, the staff consider the risks posed to children and put adequate measures in place to protect them and keep them safe.



The DSL (or deputy) ensures that the local authority's children's social care and specialist services are engaged. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required - which will be in addition to the risk assessment undertaken at the school.

2.28. Opportunities to teach Safeguarding

Across our schools, we ensure that children are taught how to keep safe (including online). Safeguarding is taught as part of the curriculum - and it is primarily delivered through the RHSE Policy.

Our Trust understands the key role that our schools have in preventative education. We ensure that we prepare our children for life in modern Britain, and that at all our schools, we create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. We have clear age appropriate standards for behaviour across all our schools, articulated in our Behaviour Policies, which are available on the schools' websites.

Our children are taught:

- healthy and respectful relationships boundaries and consent;
- stereotyping, prejudice and equality;
- body confidence and self-esteem;
- how to recognise an abusive relationship, including coercive and controlling behaviour;
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

2.29. Multi-agency working

Schools often hold crucial information and as such our schools are an essential partner in strategy discussions, child protection conferences and core groups. Our schools will be proactive and prioritise multi-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 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 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 schools have 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 pathway.

2.30. Allegations about members of the workforce

The aim of our schools is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All staff members including supply teachers and visitors are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct and Visitor Information Leaflet. We do, however, recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our schools take all possible steps to safeguard our children and ensure that the adults in our schools are safe to work with children.

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



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

If an allegation is made or information is received about any member of staff, supply teacher, agency staff, governor or volunteer who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. In addition, staff should also alert 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.

Should an allegation be made against Headteacher or Executive Headteacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair of Governors. Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

Any allegation about staff working for the Trust central services team who are not school-based must be referred to the Chief Executive of the Trust, and any allegation about the Chief Executive of the Trust must be referred to the Chair of the Trust.

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

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



2.31. Whistleblowing

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

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

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk. This information is displayed across the school (appendix 3)

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



2.32. Annex 1 - Contact details - all Trust schools

2.32.1. Eastlea Community School

| Name | Email | Job title | Phone number |
|-----------------------|---|--|------------------------------|
| Jess Carter | jess.carter@eastlea.newham.sch.uk | Deputy Designated Safeguarding Lead | 0207 540 0400 07711595775 |
| Deborah Hollingsworth | deborah.hollingsworth@eastlea.newham.sch.uk | SENDCO | |
| Helena Loizou | helen.loizou@eastlea.newham.sch.uk | Safeguarding Officer | |
| School-Based-Team | safeguarding@eastlea.newham.sch.uk | Safeguarding Team Email | |
| Sue Hammond | sue.hammond@eastlea.newham.sch.uk | Chair of Governors and Safeguarding Officer | |
| Nick Pratt | lado@newham.gov.uk | Newham Local Authority Designated Officer (LADO) | 0203 373 3803 |

2.32.2. Lister Community School

| Name | Email | Job title | Phone number |
|---------------|---------------------------------------|--|----------------------------|
| Kunal Vora | Heads.pa@lister.newham.sch.uk | Headteacher | 020 8471 3311 Ext. 5007 |
| Kamran Ansari | kansari.governor@lister.newham.sch.uk | Lister Community School Chair of the Governing Body | |
| Pam Chadha | pam.chadha@ncst.net | Lister Community School Designated Safeguarding Governor | |



| Name | Email | Job title | Phone number |
|----------------------------------|---|---|---|
| Ruthana Christofides | ruthana.christofides@lister.newham.sch.uk | Designated Safeguarding Lead (Deputy Headteacher) | 07395360616 |
| Deborah Hegan | sarah.sarwar@lister.newham.sch.uk | Deputy Designated Safeguarding Lead (Assistant Headteacher) | 07506890206 |
| Carla Colquhoun and Amanda Davis | safeguarding@lister.newham.sch.uk | Child Protection Officers | 07956 433081 and 07950505685 respectively and 0208 471 3311 ex 6001 |
| | CPRT.DUTY@newham.gov.uk | Newham Local Authority Designated Officer (LADO) | 020 3373 3803 |

2.32.3. Portway Primary School

| Name | Email | Job title | Phone number |
|---------------------------------------|---|--------------------------------|--------------|
| Iona Rolfe (EYFS) | iona.rolfe@leadinglearningtrust.org | Assistant Head teacher and DSL | |
| Andrew Sellers (Years 1,2 and 3) | andrew.sellers@leadinglearningtrust.org | Assistant Head teacher and DSL | |
| Patricia McCartney (Years 4, 5 and 6) | patricia.mccartney@leadinglearningtrust.org | Assistant Head teacher and DSL | |
| Lorna Gilbey (Inclusion) | lorna.gilbey@leadinglearningtrust.org | Assistant Head teacher and DSL | |
| Bradley Smith (Extended Hours) | bradley.smith@leadinglearningtrust.org | DSL | |
| Louise Frempong (FSW) | louise.frempong@leadinglearningtrust.org | Deputy DSL | |
| Jaline Belle (SLT) | jalina.belle@leadinglearningtrust.org | Deputy DSL | |



| Name | Email | Job title | Phone number |
|---------|-------------|-----------|--------------|
| Member) | ngtrust.org | | |

2.32.4. Rokeby School

| Name | Email | Job title | Phone number |
|-------------------|--|--|-----------------------|
| Sarah Black | sarah.black@rokeby.newham.sch.uk | Designated Safeguarding Lead (DSL) | 0207 540 5620 ext 107 |
| Emma Hobbs | emma.hobbs@rokeby.newham.sch.uk | Deputy Designated Safeguarding Lead | 0207 540 5620 ext 125 |
| Johanna Galligan | jo.galligan@rokeby.newham.sch.uk | SENDCO | 0207 540 5620 ext 117 |
| Mariam Abdulkadir | mariam.abdulkadir@rokeby.newham.sch.uk | Safeguarding Officer | 0207 540 5620 ext 123 |
| Paula Springfield | paula.springfield@rokeby.newham.sch.uk | Safeguarding Officer | 0207 540 5620 ext 126 |
| School-Based-Team | safeguarding@rokeby.newham.sch.uk | Safeguarding Team Email | |
| Farzana Khan | farzana.khan@rokeby.newham.sch.uk | Safeguarding Governor | |
| Nick Pratt | lado@newham.gov.uk | Newham Local Authority Designated Officer (LADO) | 0203 373 3803 |

2.32.5. Sarah Bonnell School

| Name | Email | Job title | Phone number |
|-------------|------------------------------|------------------------------------|-----------------------|
| Rae Potter | rae.potter@sarahbonnell.net | Headteacher | 0208 534 6791 ext 125 |
| Paul Leslie | paul.leslie@sarahbonnell.net | Sarah Bonnell School Governor with | |



| Name | Email | Job title | Phone number |
|-----------------|----------------------------------|--|-----------------------|
| | | responsibility for Safeguarding | |
| Rebecca Clark | rebecca.clark@sarahbonnell.net | SLT Designated Safeguarding Lead | 0208 534 6791 ext 177 |
| Jade Brown | jade.brown@sarahbonnell.net | Key stage 4 Pastoral Manager and Deputy Safeguarding Officer | 0208 534 6791 ext 181 |
| Jodie Whitfield | jodie.whitfield@sarahbonnell.net | Key stage 3 Pastoral Manager and Deputy Safeguarding Officer | 0208 534 6791 ext 182 |
| Sharmin Aziz | sharmin.aziz@sarahbonnell.net | Key stage 3 Safeguarding Officer | 0208 534 6791 ext 205 |
| Sahdia Fayyaz | sahdiafayyaz@sarahbonnell.net | Key stage 4 Safeguarding Officer | 0208 534 6791 ext 157 |

2.32.6. Selwyn Primary School

| Name | Email | Job title | Phone number |
|--------------------------------|---|---|--------------|
| Claire Stewart | claire.stewart@leadinglearningtrust.org | Executive Deputy Head Teacher and Trust Safeguarding Lead | |
| Elaine Pyke | elaine.pyke@leadinglearningtrust.org | Deputy Head teacher and Deputy DSL | |
| Mike Boxall | michael.boxall@leadinglearningtrust.org | Deputy Head teacher and Deputy DSL | |
| Susan Potter (maternity leave) | susan.potter@leadinglearningtrust.org | Assistant Head teacher and Deputy DSL | |





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Tel: 0203 102 4002 | Email: ceo.pa@newhamcommunitylearning.org | [@NCLTrust](https://twitter.com/NCLTrust)