



Safeguarding & Child Protection Policy

Deputy Headteacher / SLT Lead for Safeguarding / Prevent:	Kabir Miah
Designated Child Protection Officer (DCPO):	Emily Tighe
Designated Governor for Child Protection / Prevent / LAC:	Claire Davis
Prevent Curriculum Lead:	Nozrul Chowdhury
Chair of Governors:	Fatima Shuaibu

1. Introduction

- 1.1 Safeguarding and Child Protection relates to the protection of children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances to enter adulthood successfully.
- 1.2 "All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children" (Education Act 2002 sec 175).
- 1.3 Safeguarding is 'everybody's responsibility' (Lord Laming). All staff and volunteers must be alert to the signs of abuse (neglect, physical injury, emotional abuse, neglect and sexual abuse) and report any concerns or suspicions to the Designated Senior Person for Safeguarding and Child Protection or the Child Protection Officer. All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies.
- 1.4 Statutory guidance *Keeping Children Safe in Education (September 2016)* and *Working Together to Safeguard Children (March 2015)* set out how individuals and organisations should work together to safeguard and promote the welfare of children. It requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board. 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.
- 1.5 Relevant documents from Tower Hamlets Safeguarding Children Board updated in September 2015 are Child Protection Procedures for Staff Working in Children's, School & Family Settings and Procedures for managing Allegations of Abuse Against Staff Working in Children's, School and Family Settings.
- 1.6 Also the school's Recruitment policy should be read in conjunction with this policy.

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2. Policy Statement

- 2.1 The Governors and Staff of Swanlea School fully recognise the responsibility and duty placed upon them to have arrangements in place to safeguard and promote the welfare of all students at the school and that all staff and volunteers have a full and active part to play in protecting students from harm.
- 2.2 We believe that our school provides a positive, caring, safe and stimulating environment in which students can learn and which promotes the social, physical and emotional wellbeing of each individual.

3. Aims

- 3.1 To ensure that the welfare and safety of students is paramount and there is a climate of trust, where disclosures are taken seriously and acted upon quickly.
- 3.2 To establish and maintain an environment where students feel safe, secure, respected and valued and which fosters resilience.
- 3.3 To ensure that students feel confident that there are adults in the school who they can talk to if they or their peers are worried or in difficulties.
- 3.4 Ensure that Tower Hamlets LCSB and Pan-London Child Protection Procedures are followed in the school.
- 3.5 Ensure that all staff are aware of these procedures.
- 3.6 Ensure that appropriate training and support is provided to all staff.
- 3.7 Develop effective working relationships with other agencies and services.
- 3.8 Develop preventative strategies that help students identify peers that are at risk.
- 3.9 Develop systems that allow staff and students to refer any concerns they have.
- 3.10 Decide whether to take further action about specific concerns (e.g. refer to Children's Social Care).
- 3.11 Liaise with Children's Social Care Teams over suspected cases of child abuse.
- 3.12 Ensure that accurate records relating to individual children are kept in a secure place.
- 3.13 Submit reports to, and attend, Child Protection Conferences.

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- 3.14 Ensure that the school effectively monitors children identified as 'at risk'.
- 3.15 Provide guidance to parents, children and staff about obtaining suitable support.

4. Safeguarding and Child Protection Procedures

It is Everyone's Responsibility to Protect Children and Young People

- 4.1 School staff are often the people students will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the appropriate decision on actions.
- 4.2 All school staff must read and understand part one of the current *Keeping Children Safe in Education (2016)* guidance, this applies to the academic year 2017-18. The school will provide copies of part one to staff at the start of each academic year during INSET & circulate the full document electronically, together with the Safeguarding Policy. Staff must sign and return the final page of the document to state that they have read and understood the Safeguarding Policy & *KCSIE* framework.
- 4.3 Definitions of Child Abuse (Taken from Keeping Children Safe in Education 2016)
Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All staff must be aware of the main categories of abuse and be able to identify vulnerable learners who need 'early help'. Staff should also be able to understand the difference between a safeguarding concern and a child in immediate danger or at risk of harm. At Swanlea, if in doubt, always report your concern.

The following definitions of types and categories of abuse under which a child can be registered are taken from *Keeping Children Safe in Education 2016*:

- 4.4 **Physical Abuse**
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 4.5 **Emotional Abuse**
The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

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deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.6 **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4.7 **Neglect**

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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.7 **Other Forms of Child Abuse**

Honour-based violence, forced marriages, domestic abuse and female genital mutilation are considered a form of child abuse and a grave violation of the human rights of girls and women. Increasingly also peer-on-peer abuse is a cause for concern nationally, this can take many forms including those outlined above and should not be tolerated. There are also particular vulnerabilities associated with SEN & disabled learners. The school will provide training in these areas as part of the safeguarding training. Instances of these should be reported using the Child Protection referral procedures.

4.8 **Female Genital Mutilation (FGM)**

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

4.9 **Child Sexual Exploitation (CSE)**

Involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases

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simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

4.10 **Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Swanlea staff should refer the names of any child missing from education to the Child Protection team, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Swanlea School has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. It is a legal duty of tutors to ensure that the attendance register is completed accurately during both morning and afternoon registration at Swanlea School.

The school must inform their local authority of any pupil who is going to be deleted from the admissions register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

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The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

4.11 **Physical Restraint**

The use of reasonable force should always be a last resort for teachers and support staff. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student).
- Causing personal injury to any person (including the student themselves).
- Causing damage to the property of any person (including the student themselves).
- Prejudicing the maintenance of good order and discipline at the School, and among any students receiving education at the School, whether during a teaching session or otherwise.

The act also defines to whom the power applies as follows:

- Any teacher who works at the School.
- Any other person whom the Headteacher has authorised to have control or charge of students, for example, support staff, teaching assistants, learning mentors and lunchtime supervisors.

The power to use reasonable force applies whether students are on School premises or elsewhere, as long as they are in the lawful control or charge of a staff member.

Further guidance on using physical restraint can be found in the staff handbook

5. **Preventing Violent Extremism (PVE)**

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

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- 5.1 “Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.” Home Office – The Prevent Strategy.
- 5.2 The overall role of schools in safeguarding children is set out in the Government’s statutory guidance [‘Keeping Children Safe in Education’](#) published in July 2015.
- 5.3 Swanlea school sees protection from radicalisation and extremist narratives as a safeguarding issue. Since 2012 it has been required by law for teachers ‘not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.’ The school seeks to address and challenge the issues raised by the PVE agenda through its work on developing SMSC provision and building on our Swanlea Values and community cohesion through all curriculum areas. There is a regular review of our curriculum by the Prevent Curriculum Lead, ensuring that interventions have been mapped across the age range and subject areas. Faculties and Year teams use this information, to adapt and develop provision in this area.
- 5.4 The Child Protection Team and Designated Prevent Officer will receive annual training on recognising and responding to the risk of Violent Extremism and role of professionals in PVE. Key pastoral staff including LCOs and Inclusion Mentors will also receive dedicated PVE training. The LBTH guidance on PVE procedures will also be shared with staff and there will be training and guidance for all staff on an annual basis.
- 5.5 All PVE concerns should be reported to the CP team, but unlike other CP issues, the external reporting of Prevent concerns is usually made to the Social Inclusion Panel, rather than MASH (Multi Agency Safeguarding Hub), via a completed CAF assessment form. This is because Prevent interventions are voluntary and preventative. A range of internal and external interventions can be offered and implemented as appropriate to support students potentially at risk, including behaviour support, 1 to 1 or group counselling, family therapy, YISP & the Police Prevent Team support.
- 5.6 Robust internet Security / network safety is key in guarding against vulnerability to extremism. As part of the schools’ acceptable use policy, all pupils and users know what they should do should they become concerned about something they find, or contact they receive online. The school uses the LGFL filter system to protect students online.

6. If in doubt – refer to SIP

In Tower Hamlets the SIP is the panel which performs the function of “Channel” for those under 18 (Channel is the multi-agency discussion and planning for cases requiring Prevent interventions). The Chair of SIP is Liz Vickerie liz.vickerie@towerhamlets.gov.uk 020 7364 6448.

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- 6.1 For Adults, cases should be referred to the Safeguarding Adults Panel (SAP). Contact the Prevent Project Manager, Nojmul Hussain, nojmul.hussain@towerhamlets.gov.uk tel 020 7634 4691
- 6.2 If at any stage you are concerned that a child is at imminent risk of harm you should also contact the Child Protection Duty Line on 020 7364 3444.
- 6.3 If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321
- 6.4 **Further guidance on recognising the early signs of extremism and explanations of the possible reasons for engaging in such ideologies can be found in Appendix 1**
- 6.5 **All staff should be concerned about any student who presents any indicators of possible harm – see Appendix 1 for details you need to be familiar with.**

7. School Procedures

Child makes a Child Protection Allegation / There is a concern from a child about a peer / There is a concern about a child from a member of staff

Staff member records the concern in the child's own words. The record should be CLEAR, PRECISE and FACTUAL

The staff member reports the concerns by completing a Child Protection Concern Form on the J drive and emails the form to 'Child Protection at Swanlea,' Emily Tighe and Kabir Miah.
The form must be completed immediately (same day) after a disclosure has been made.

The DCPO interviews the child

Decisions/actions as follows:

- 1) No further action required
- 2) Monitor the child; refer to 'in house' services OR Contact parents/carers where necessary
- 3) Refer to Child Protection Duty Line

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8. Dealing with Disclosure

- 8.1 **If staff are concerned about the emotional, physical or sexual welfare of a child, or one 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
 - Follow the 'pupil disclosure' bullet points (see below)
- 8.2 **If a pupil raises a concern about the emotional, physical or sexual welfare of a child or another child, the member of staff should:**
- Ask what has happened
 - Listen to the child's response
 - Follow the guidance below for pupil disclosure
 - The DCPO will then follow up this concern with the child in question
- 8.3 **If a pupil discloses that he or she has been abused in some way, the member of staff should:**
- Not promise confidentiality
 - Reassure him/her that what has happened is not his/her fault
 - Stress that it was the right thing to tell somebody about it
 - Do not ask the child questions, but listen carefully to what is being said and make brief notes which should be transferred to the CP concern form
 - Tell the child that you will be reporting their disclosure to the DCPO (Designated Child Protection Officer)
- 8.3 Don't probe any further than what the student initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.
- 8.4 Don't put words or suggestions into the student's mind. Should a case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence.
- 8.5 **We expect Swanlea staff to report child protection concerns immediately. It is not the responsibility of the member of staff to make a judgement as to whether the issue is either true or serious enough to warrant reporting.**
- 8.6 **Do not wait until the end of the day report a concern immediately.**

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9. Record Keeping

- 9.1 Any verbal information or referrals must be followed promptly by a written report.
- 9.2 Written reports should be marked with the date and time, persons involved and notes on the event and action taken. This report should also be signed by the person writing the report.
- 9.3 Any original rough notes made during the interview must be kept and attached in case they are needed by a court.
- 9.4 The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:
- **Written recording during the interview**
It may be possible to write down phrases and words whilst the student is talking which can be used to trigger recall when a full report is made.
 - **Recording your own responses**
Your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.
 - **Written recording immediately after the interview**
It is very important to try to record exactly what the student said and using the student's vocabulary even if the meaning is unclear.
 - **Recording the context of the disclosure**
The context in which a student chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. 'the student had just finished reading a particular book or had been involved in a class discussion on...'
 - **Recording the emotional context of the disclosure**
The emotional context can provide valuable clues to the investigating team. A student may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour
 - **Recording repetition**
If a student repeats statements these should be recorded. Consistency in a student's repeated statements adds to the strength of the evidence.
 - **Draw a Diagram**
If there is any obvious bruising or injury draw a diagram to indicate its position.
- 9.5 All reported concerns, whether eventually considered to be a Safeguarding / Child Protection issue or not, must have written records and proper standards of confidentiality must be observed. Colleagues will be informed on a 'need to know' basis.

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10. Disclosure by a 3rd Party

- 10.1 If a 3rd party e.g. another parent, neighbour or member of the public discloses information they should be encouraged to report their concerns directly to Childrens' Social Care or the police (anonymously if necessary). The school also has a duty to pass these concerns on to the appropriate agency. This will be done by the DCPO.

11. Parental Involvement

- 11.1 Schools have a duty to safeguard and promote the welfare of students and may need to share information and work in partnership with other agencies where there are concerns about a child's welfare.
- 11.2 The updated Safeguarding and Child Protection Policy and procedures will be posted on the website for consultation and kept there for reference with hard copies available to parents on request.
- 11.3 The school will always undertake to share our intention to refer a student with their parent's consent unless to do so would put the student at greater risk of harm, or impede criminal investigation.
- 11.4 The child's view may also be taken into account in deciding to inform the family in some circumstances particularly where the student is sufficiently mature to make informed judgements about the issues.
- 11.5 Where there are doubts or reservations about involving the student's family, the Designated Child Protection Officer will clarify with the statutory agencies whether, and if so when and by whom, the parents should be told about the referral.
- 11.6 A referral will be made if it is in the interests of the student according to the Childrens' Act (1989), or a police investigation.

12. Complaints and Allegations Against Staff

- 12.1 If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher.
- 12.2 Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headteacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.
- 12.3 The Headteacher will not investigate the allegation itself, or take written or detailed statements, but he / she will assess whether it is necessary to refer to Children's Social Care

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and LBTH Personnel via the LADO-Local Authority Designated Officer, Verlyn Munro (verlyn.munro@towerhamlets.gov.uk Tel: 020 7364 0677).

- 12.4 If the Headteacher decides that the allegation warrants further action through Child Protection Procedures he/she must make a referral. The member of staff should not be informed until agreed with Children’s Social Care and/or LBTH Personnel. It may be necessary to discuss appropriate steps to ensure other children are not at risk.
- 12.5 If it is decided that it is not necessary to refer to Children’s Social Care of LBTH Personnel, the Headteacher will consider whether there needs to be an internal investigation.
- 12.6 **If the concerns are about the Headteacher, the The Chair of Governors or LADO Verlyn Munro must be contacted – on the same day** (verlyn.munro@towerhamlets.gov.uk Tel: 020 7364 0677).

13. Confidentiality

- 13.1 Although the guidance has been updated, the DfEE circular 10/95 acknowledges that Child Protection raises issues of confidentiality that must be clearly understood by all staff in schools. The Circular advises that all staff in schools, both teaching and non-teaching staff, have:

“a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children, Schools and Families and the Police). If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer alleged abuse to the appropriate agencies for the child’s sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Child Protection records should be kept securely locked.”

14. Risk Assessments

- 14.1 All staff who work with children and young people are constantly carrying out informal risk assessments as part of their everyday practice e.g. stopping a child from swinging back on a chair. However, there are times when more Formal Risk Assessments are necessary. The most common of these used in school are:

Risk Assessment	Staff responsible and other consultants
Admitting or re-admitting students whose behaviour may place other students or staff at risk	Designated Senior Person, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Assessing students who self-harm or in doing	Designated Senior Person, staff with greatest

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so may place others at risk	knowledge of the child/concerns, parents and relevant LA advisors and external services
Healthcare Plans	School Welfare Officer, SENCO, School Nurse, parents and student
Educational Visits and Journeys	Trip Leaders, Senior staff with responsibility for Educational Visits and Journeys, Line Managers
Off site Education and Partnership Activity	Senior member of staff responsible liaising with partners and providers and agreeing arrangements
Practical Subjects	Heads of Department, LA Advisors
Annual Health and Safety Checks	Premises Manager, Heads of Departments and Teams, Caretakers and approved contractors
Site Security	Premises Manager and Line Manager
Building work or contractors on site	Premises Manager and Line Manager

14.2 Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment.

14.3 Ongoing Risk Assessments will be reviewed every six months or at a date indicated and agreed with all parties involved when the risk assessment is drawn up.

15. School Visitor Policy

15.1 A key aspect of safeguarding is the monitoring of activities run by clubs or groups operating under the name of the school or using facilities. In order to safeguard the school community appropriate checks are undertaken regarding these and also external visitors / speakers. The responsibility for checking visitors to the school resides with the appropriate curriculum Deputy Head. The responsibility for checking premises use by outsiders resides with the Premises and Facilities Manager. Further details can be found in our 'School Visitor Policy.'

16. Awareness Raising for Students

16.1 We recognise that it is important to make students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for students to learn about safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- PSHEE
- Citizenship activities
- Positive Behaviour Sessions
- Inclusion workshops
- Mentoring
- Assemblies
- Outside speakers
- Health and Safety Training in practical subjects

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- Issues raised through content in other areas of the curriculum e.g. Relationships and Safety Education, Biological information in Science, safe use of Digital Technology in IT
- Daily contact with their form tutor

16.2 The DCPO is available to advise on relevant input in the curriculum.

17. Roles and Responsibilities

17.1 The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard students at Swanlea School.

In particular the Governing Body must ensure that the following are in place and adhered to:

- The Safeguarding and Child Protection Policy and procedures
- Health, Safety and Welfare Policies and procedures
- The policies and procedures are made available to parents on request
- A member of the school's Senior Leadership Team is appointed as Child Protection Lead
- There is appropriate line management for the DCPO.
- Appropriate training is undertaken by the Child Protection Team and refreshed every two years, but updates should be given to the training at least annually
- Appropriate Child Protection Training is undertaken by staff, volunteers and governors and refreshed every three years
- Ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation
- Temporary staff and volunteers are made aware of the school's arrangements and responsibilities
- A senior member of staff is appointed as Designated Senior Person for Children in Care
- The school site is secure and safe
- Safer Recruitment Procedures including DBS checks and accredited Safer Recruitment Training for the Headteacher, appropriate Governors, and other relevant senior staff involved in appointing staff
- Safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements

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- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- A member of the Governing Body is nominated as Safeguarding and Child Protection Governor and will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Body
- Safeguarding and Child Protection Policies and Procedures are reviewed regularly in consultation with the full Governing Body.

17.2 The Headteacher

Is responsible for:

- Ensuring the appropriate Child Protection Staff are in place and trained
- Ensuring that the Safeguarding and Child Protection Policy together with the Health Safety and Welfare policy are in place
- Being the point of referral for allegations against staff.

17.3 The SLT Lead for Safeguarding & DCPO Officer

To ensure that:

- The school has a Safeguarding and Child Protection Policy which is communicated to all staff, volunteers and governors and is available for parents
- The policy is reviewed regularly
- The school works within the legislative framework and recommended guidance
- The Child Protection Team receive formal training every two years, attends appropriate inter-agency training and workshops, courses or meetings as organised by the LA and keeps up to date with the latest legislation and guidance with updates to the training received at least annually
- All newly appointed, temporary staff and volunteers receive induction in Safeguarding and Child Protection
- The Governing Body are trained and this is updated every 3 years
- All staff and volunteers are aware of and follow the Safeguarding and Child Protection Policy and procedures and know how to recognise and refer any concerns

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- All staff and volunteers receive refresher training every year on Safeguarding and Child Protection. In line with *Keeping Children Safe in Education 2016*, peer-on-peer abuse, honour-based violence and the vulnerabilities of learners with SEN & disabilities should be included in the training schedule.
- Appropriate concerns are discussed with and/or formally referred to Social Care and/or the Police and/or other appropriate agencies e.g. GP, CAMHS etc.
- A detailed and accurate written record is made (dated, timed and signed) of any disclosure or observation of a Safeguarding or Child Protection nature
- Confidential Safeguarding and Child Protection Records are transferred securely to a student's new school or setting within five working days of it being identified
- Students who have been identified as at risk are monitored effectively and further action taken if needed
- Effective working relationships are developed with all external services involved in Safeguarding and Child Protection
- The DCPO or an appropriately informed member of staff person attends strategy meetings or case conferences or other multi agency planning meetings and that written reports are produced for these meetings
- Accurate records relating to students subject to a Child Protection Plan are kept in a secure place
- An absence of two days, without satisfactory explanation, of a student who is subject to a Child Protection Plan is referred to the AWA and/or Social Worker
- If the student is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- Learning Co-ordinators are CAF trained
- The Child Protection Team advises on Safeguarding and Child Protection input in the curriculum
- The Senior Line Manager for Safeguarding and Child Protection and/or Headteacher is kept aware of any Safeguarding or Child Protection concerns
- Report to the Governing Body and the lead Governor for Safeguarding on PVE issues
- The Designated lead cannot delegate their responsibilities to others

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17.4 Responsibilities of Senior Staff

Are responsible for ensuring that:

- They are fully conversant with the Safeguarding and Child Protection Policy and all other school policies which relate to the safety and welfare of students
- All staff in their teams have received relevant Child Protection Training
- All temporary staff and volunteers in their teams are given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns
- That Health and Safety Policies and procedures are in place and adhered to
- The Health, Safety and Welfare of students on all educational visits and journeys is paramount and that Trip Leaders are fully aware of their roles and responsibilities contained within the this policy together with The Educational Visits and journey's Policy.

17.5 Responsibilities of All Staff and other relevant adults

Safeguarding is 'everybody's responsibility' was emphasised in Lord Laming's report to the Government. All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures
- ensure that they are aware of their responsibilities in safeguarding students
- know who to contact if they are concerned about a student – The Designated Senior Person or Child Protection Officer.
- know who to contact about allegations made against staff – The Headteacher, or if against the Headteacher – the Chair of Governors or the LADO
- be sensitive to signs which may indicate possible safeguarding concerns; including, for example, poor or irregular attendance – See appendix 1 for details you need to be familiar with

18. Appendix 1:

Indicators of Possible Significant Harm

18.1 Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries

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- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

18.2 Possible Signs of Emotional Abuse

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

18.3 Possible Signs of Sexual Abuse

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE

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- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

18.4 Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

18.5 Possible Signs of Extremism

- Showing sympathy for extremist causes
- Glorifying violence

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- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come access online so involvement with particular groups may not be apparent.)

19. Why might a young person be drawn towards extremist ideology?

It appears a decision by a young person to become involved in violent extremism:

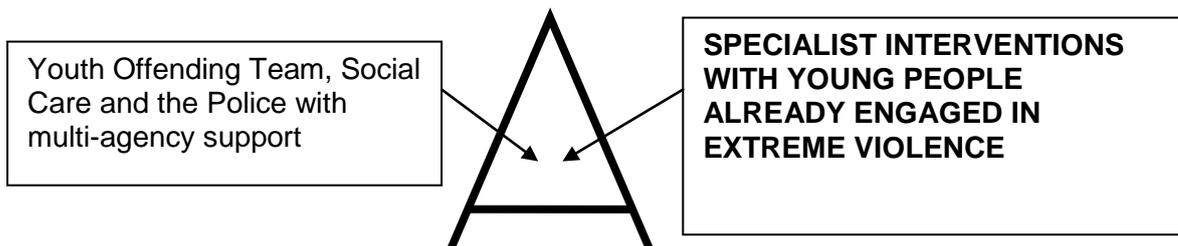
- 19.1 may begin with a search for answers to questions about identity, faith and belonging
- 19.2 may be driven by the desire for ‘adventure’ and excitement
- 19.3 may be driven by a desire to enhance the self-esteem of the individual and promote their ‘street cred’
- 19.4 is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- 19.5 is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

In addition to all the above signs a student may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a student may be suffering harm.

20. INTERVENTION TRIANGLE

- 20.1 Below is a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.
- 20.2 As you progress up the triangle, where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support.
- 20.3 At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism.

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If concerns are serious or persist then refer to the Social Inclusion Panel which will advise and oversee the programme – if in doubt REFER!

- Intensive Family Support Programmes
- Family Therapy / CAMHS programmes
- Police Prevent team support
- Targeted Youth Support
- YISP crime prevention programmes
- Focussed theological / educational programmes
- Parenting programmes with PVE element
- Links with relevant voluntary or religious organisations
- Support from school attached police officer
- 1 to 1 or group counselling
- Behaviour support / anger management programmes
- Attendance support
- Positive activities in and out of school
- Positive buddying programmes
- Increased adult support, supervision and encouragement

If there are concerns, start with an individual CAF action plan and work with Parents to create a diversionary programme.

PREVENT - TARGETED WORK WITH THOSE AT RISK

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum. Alternative positive narratives.
- Open discussion and debate of issues and the law in a supportive environment.
- Critical appraisal of sources / internet resilience / propaganda – all subjects
- Citizenship programmes – British Values
- Social and Emotional Aspects of Learning
- Anti-bullying work including homophobia and violence against women.
- Rewarding positive behaviour
- Pastoral and induction support
- Positive in and out of school hours programmes
- Access to youth clubs and holiday programmes
- Opportunities for channelling positive engagement e.g. charities / community work
- Parenting programmes to ensure consistent messages between home and school.
- Work on safety, risk and crime prevention

UNIVERSAL EARLY PREVENT INTERVENTIONS

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Safeguarding / Child Protection Policy and Procedures / Keeping Children Safe in Education

I have read and understood my responsibilities as a member of Swanlea School staff to report any possible Child Protection concerns using the correct procedures. I understand that:

- When in doubt report I must raise my concerns. It is not my responsibility to decide upon the severity of the concern
- Possible CP concerns must not be discussed with parent/carers – where appropriate, this will be carried out by a member of the CP team.
- I confirm that I have received and read Part 1 of *Keeping Children Safe in Education 2016*

Name _____

Signed _____ Date _____