

Safeguarding & Child Protection Policy



SWANLEA SCHOOL

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:	Sophie Fanning-Tichbourne
Prevent Curriculum Lead:	Aldjia Silvera
Chair of Governors:	Ferdous Begum

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 2020)* and *Working Together to Safeguard Children (July 2018)* 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.

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- 1.5 Relevant documents from Tower Hamlets Safeguarding Children Board updated in September 2017 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 updated in April 2018.
- 1.6 The school's Recruitment policy should be read in conjunction with this policy.
- 1.7 *Keeping Children Safe in Education (KCSIE)* remains in force throughout the response to coronavirus (COVID-19). The Department for Education has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. This policy is informed by this guidance.

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 (Local Safeguarding Children Board) and Pan-London Child Protection Procedures are followed in the school.
- 3.5 Ensure that all staff are aware of these procedures.

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- 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 & Child in Need Conferences.
- 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 (2020)* guidance. 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 Safeguarding (Taken from *Keeping Children Safe in Education 2020*)

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;

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- 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.

Definitions of Child Abuse (Taken from *Keeping Children Safe in Education 2020*)

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. Abuse can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by 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 2020*:

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, 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 from 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,

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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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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 forms of child abuse and a grave violation of the human rights of girls and women. There are also particular vulnerabilities associated with special educational needs & 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 **Peer on Peer Abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- 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; sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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Peer on peer abuse should be treated seriously and never dismissed as 'banter; or part of growing up. The reporting process for peer on peer abuse and suspicions of peer on peer abuse are the same as for all other forms of abuse at Swanlea.

4.9 **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. The Designated Safeguarding Officer will alert the police if it appears that an act of FGM has been carried out.

4.10 **Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including 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 victim 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 or groups, males or females, and children or adults. The 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 force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

4.11 **Mental Health**

All staff should also be aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

4.12 **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.

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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.

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).

4.13 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

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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. Extremism is defined as 'the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.' (KCSIE 2020).

Radicalisation of young people can be compared to grooming for sexual exploitation. Radicalisation 'refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.' (KCSIE 2020)

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 2020.

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- 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. We recognise our legal obligations under the 'Prevent Duty' and have 'due regard to the need to prevent people from being drawn into terrorism.' (Counter-Terrorism and Security Act 2015)
- 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 and 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, the external reporting of Prevent concerns is then made to than MASH (Multi Agency Safeguarding Hub), via a completed LBTH inter-agency referral form. MASH can identify 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 a recognised filter system to protect students online.

6. Other vulnerable groups of students

- 6.1 **Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes, they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

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- 6.2 **Children with family members in prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. (KCSIE 2020)
- 6.3 **Child criminal exploitation: county lines:** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county 81 lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰² should be considered. Like other forms of abuse and exploitation, county lines exploitation:
- can affect any child or young person (male or female) under the age of 18 years
 - can affect any vulnerable adult over the age of 18 years
 - can still be exploitation even if the activity appears consensual
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
 - can be perpetrated by individuals or groups, males or females, and young people or adults; and
 - is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be, the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. (KCSIE 2020)
- 6.4 **Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college, staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their

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exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation. (KCSIE 2020).

6.5 **Tower Hamlets SCB Multi-Agency Safeguarding Thresholds Guidance**

<https://proceduresonline.com/trixcms/media/1371/guidance-final-th-multi-agency-threshold-v7.pdf>

7. **If in doubt – refer to MASH (Multi-Agency Safeguarding Hub)**

In Tower Hamlets the MASH panel is the forum which performs the function of "Channel" for those under 18 (Channel is the multi-agency discussion and planning for cases requiring Prevent interventions) – 0207 364 5006

The Prevent co-ordinator for the borough is Simon Smith Simon.Smith@towerhamlets.gov.uk - 0207 364 5006.

7.1 For Adults and children cases should be referred to the Multi-Agency Safeguarding Hub. 0207 364 5006

7.2 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.

7.3 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

7.4 **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**

7.5 **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.**

8. **School Procedures**

Child makes a Child Protection Allegation / There is a concern from a child about peer / There is a concern about a child from a member of staff
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Staff member records the concern in the child's own words. The record should be CLEAR, PRECISE and FACTUAL
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The staff member reports the concerns by completing a Child Protection Concern Form on the T 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.

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

9. Dealing with Disclosure

9.1 **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)

9.2 **If a pupil raises a concern about the emotional, physical or sexual welfare of 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 (Designated Child Protection Officer) will then follow up this concern with the child in question

9.3 **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

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- Protection Officer)

- 9.4 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.
- 9.5 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.
- 9.6 **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.**
- 9.7 **Do not wait until the end of the day. Report a concern immediately.**

10. Record Keeping

- 10.1 Any verbal information or referrals must be followed promptly by a written report.
- 10.2 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.
- 10.3 Any original rough notes made during the interview must be kept and attached in case they are needed by a court.
- 10.4 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.

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- **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.

10.5 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.

10.6 If the member of staff reporting a safeguarding concern is not satisfied with the response of the safeguarding leads, they may directly escalate their concerns to the HeadTeacher. The HeadTeacher will then evaluate the referral and take appropriate action.

10.7 If you are concerned about how a child protection issue is being managed, then you may use the process set out in the school's whistle blowing policy. The NSPCC whistleblowing advice line also offers free advice and support to professionals with concerns about child protection issues and their management in their own or another organisation. 0800 028 0285

11. Disclosure by a 3rd Party

11.1 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.

12. Parental Involvement

12.1 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.

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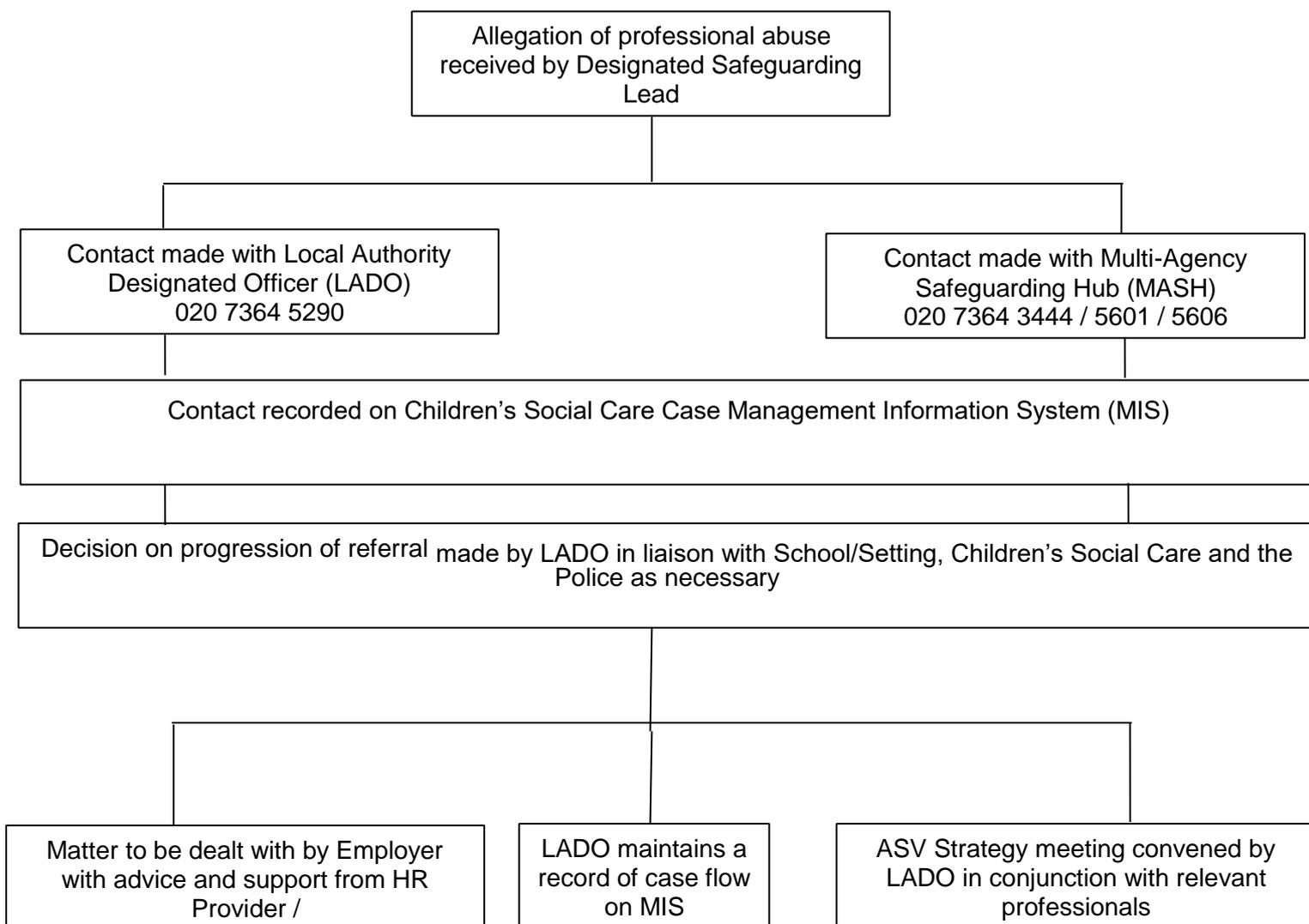
- 12.2 The updated Safeguarding and Child Protection Policy and procedures will be posted on the website for consultation and kept there for reference with hard copies available to parents on request.
- 12.3 The school will always undertake to share our intention to refer a student with their parent's consent unless to do so would put the student at greater risk of harm, or impede criminal investigation.
- 12.4 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.
- 12.5 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.
- 12.6 A referral will be made if it is in the interests of the student according to the Children's Act (1989), or a police investigation.

13. Complaints and Allegations Against Staff

- 13.1 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.
- 13.2 Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff (including supply staff or volunteers), 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.
- 13.3 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 and LBTH Personnel via the LADO-Local Authority Designated Officer, Melanie Benzie (Melanie.Benzie@towerhamlets.gcsx.gov.uk Tel: 0207 364 5290).
- 13.4 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.
- 13.5 If it is decided that it is not necessary to refer to Children's Social Care or LBTH Personnel, the Headteacher will consider whether there needs to be an internal investigation.
- 13.6 **If the concerns are about the Headteacher, The Chair of Governors or LADO Melanie Benzie must be contacted – on the same day** (Melanie.Benzie@towerhamlets.gov.uk Tel: 0207 364 5290).

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13.7 Overview of Procedure for Managing Allegations against Staff and Volunteers Working with Children in Schools and Education Settings



Agencies/Persons invited to a multi-agency ASV meeting if appropriate can include:

Alleged Perpetrator-Tower Hamlets employees	Alleged Perpetrator-Others
<ul style="list-style-type: none"> <input type="checkbox"/> LADO <input type="checkbox"/> Education Safeguarding <input type="checkbox"/> Police <input type="checkbox"/> HR Provider <input type="checkbox"/> Service Manager/Employer <input type="checkbox"/> School Chair of Governors / Setting Manager <input type="checkbox"/> Named Senior Officer (Christine McInnes) 	<ul style="list-style-type: none"> <input type="checkbox"/> LADO <input type="checkbox"/> Education Safeguarding <input type="checkbox"/> Police <input type="checkbox"/> Muslim Children's Safeguarded Co-ordinator <input type="checkbox"/> Service Manager/Employer <input type="checkbox"/> Chair of Governors/Management Committee <input type="checkbox"/> HR Provider

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14. Confidentiality

- 14.1 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.”

15. Risk Assessments

- 15.1 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 so may place others at risk	Designated Senior Person, staff with greatest 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

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Site Security	Premises Manager and Line Manager
Building work or contractors on site	Premises Manager and Line Manager

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

15.3 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.

16. School Visitor Policy

16.1 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.'

17. Awareness Raising for Students

17.1 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
- 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

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

18. Roles and Responsibilities

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18.1 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

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- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- 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.

18.2 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.

18.3 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 interagency 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

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- 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
- All staff and volunteers receive refresher training every year on Safeguarding and Child Protection. In line with *Keeping Children Safe in Education 2019*, 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 eHA 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

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- Report to the Governing Body and the lead Governor for Safeguarding on PVE issues
- The Designated lead cannot delegate their responsibilities to others

18.4 **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 this policy together with The Educational Visits and journeys' Policy.

18.5 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

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- 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

19. Appendix 1:

Indicators of Possible Significant Harm

19.1 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
- 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

19.2 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

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- 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

19.3 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
- 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

19.4 Possible Signs of Neglect

- Constant hunger

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- 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

19.5 Possible Signs of Extremism

- Showing sympathy for extremist causes
- Glorifying violence
- 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.)

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

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

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

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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.

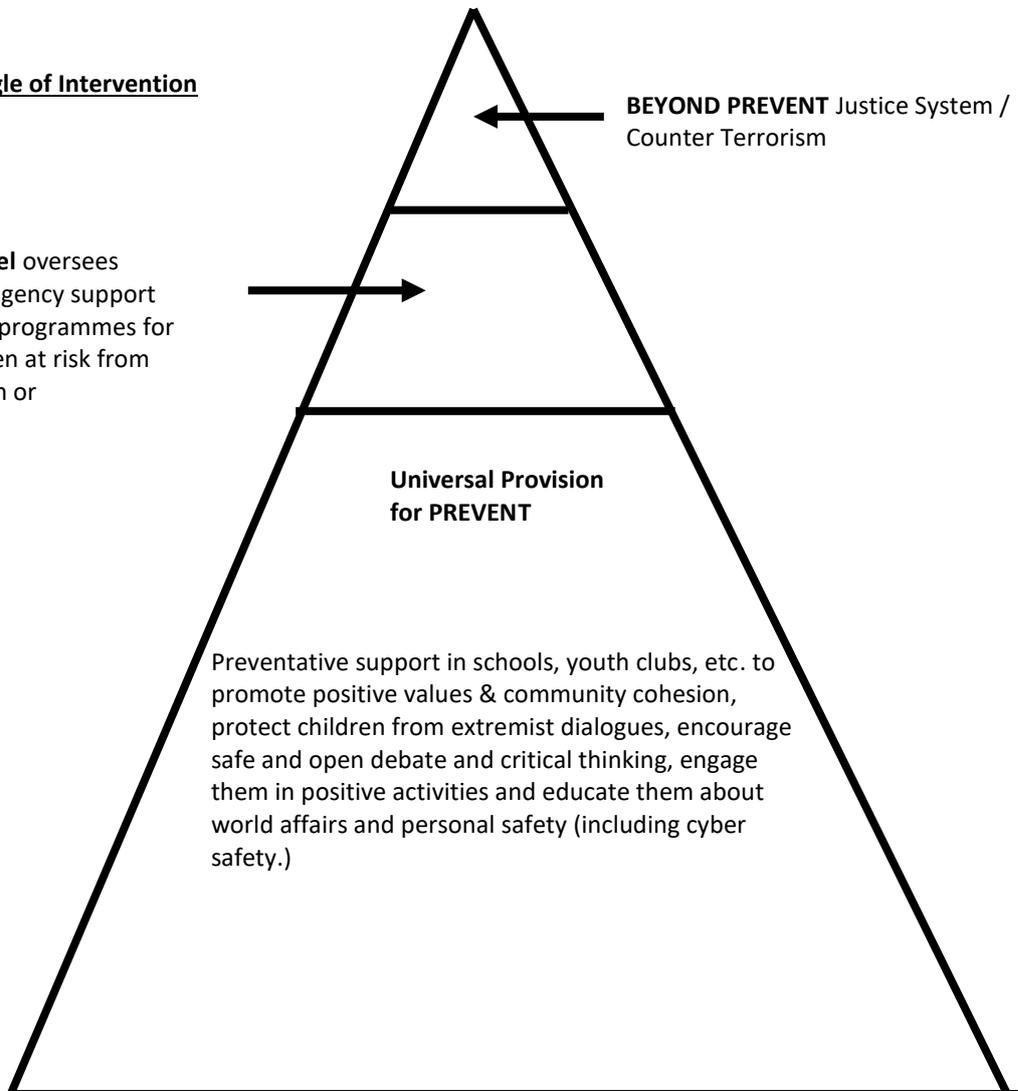
21. INTERVENTION TRIANGLE

- 21.1 Below is the Prevent triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.
- 21.2 As you progress up the triangle, where a school identifies a concern with an individual, the school will use the MASH referral process to assess and undertake TARGETED support work with the child / young person to divert them from harm.
- 21.3 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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Prevent Triangle of Intervention

The **Channel Panel** oversees individual multi-agency support and diversionary programmes for adults and children at risk from violent extremism or radicalisation.



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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 I should report, I must raise my concerns immediately. 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 2020*

Name _____

Signed _____ Date _____