

**IMAM ZAKARIYA ACADEMY**

# **SAFEGUARDING POLICY**

**DATE REVIEWED: 3<sup>st</sup> September 2018**

**NEXT REVIEW DATE: 30<sup>th</sup> August 2019**

**Designated Safeguarding Lead (DSL):**

Ms. Faiza

**Deputy DSL:**

Mr. Tufayel

**Safeguarding Governor:**

Mr. Wahid Ali

**Chair of Governors**

Mian M. Aslam

## Purpose of this Safeguarding Policy

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children 2018](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by Newham Safeguarding Children Board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#)
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)
- [The Rehabilitation of Offenders Act 1974](#)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#)
  - [The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015)
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#)
  - [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (October 2015)
- [What to do if you're worried a child is being abused'](#), DfE (March 2015)
  - Newham Safeguarding Children Board procedures
  - Education Act 2002 (section 175/157)
  - Local Safeguarding Children Board Child Protection Procedures
  - Working Together to Safeguard Children (HM Government 2015)
  - The Education (Pupil Information) (England) Regulations 2005
  - Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
  - Keeping Children Safe in Education September 2016.
  - The Protection of Freedoms Act 2012
  - Counter Terrorism & Security Act 2016
  - Prevent Duty 2015
  - Multi agency statutory guidance on FGM 2016
  - Modern day slavery 2015

- DfE guidance- Sexual violence in school and colleges and sexual harassment between children December 2017
- KCSIE September 2018

This policy is one, which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues, and the action which must be taken if there are concerns about the safety or wellbeing of any child. This policy also makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

This will cover roles and responsibilities of the Designated Safeguarding Lead, policy and procedures, curriculum, governors' roles, multi-agency meetings, record keeping and recruitment and selection.

All staff members have read, understood and signed the; Keeping Children Safe in Education September 2018 Part1. As to ensure all staff understand Safeguarding Policy and legislation, staff members have answered a short quiz. Staff have been emailed latest copy of DfE guidance on Sexual violence in school and colleges and sexual harassment between children (December 2017) and if they need any clarification they can contact the DSL (Ms. Faiza or DDSL: M.Tufayel). 2<sup>nd</sup> January 2018, all our staff will be Level 2 trained in Safeguarding as well 15 paediatric First Aid with an addition of 5 members of staff trained in management and monitoring of Diabetes

All our staff have undertaken safeguarding, Prevent, FGM have up to date enhanced DBS and Children's Barring List Certificates.

All visitors coming in to school will need to report and sign in at school reception, where a visitors badge/ label will be given. Visitors from an organisation (Police, armed forces, Ofsted Inspectors and etc.) have to show their photo identification cards. Visitors from an educational institution for example schools, colleges and etc. will need to produce their DBS certificate alongside their photo identification. Visitors will also need to read a brief statement on safeguarding before they sign in visitors Book (with time in and out) (Please see visitors Policy)

### **Aims of the Safeguarding Policy**

We aim to provide staff with relevant information, skills and attitudes to promote the welfare of pupils attending school and help keep pupils safe. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

- To inform and advise any adults who work in our school of the need for child protection and of their responsibilities in identifying and reporting possible case of

abuse.

- To ensure that everyone is aware of the required levels of communication between staff in actual, suspected or potential child protection situations.
- To give clear guidance to all staff on what procedures to follow if a child discloses abuse or a member of staff suspects abuse.
- To integrate a child protection curriculum into the existing curriculum allowing for continuity and progression through all stages of education.
- To operate this policy in line with the stated values of our school
- To review procedures and improve the way the child protection issues are managed.

We recognise that for children, high self-esteem, confidence, a supportive friend and clear lines of communication with a trusted adult helps prevention.

**We will therefore:**

- (a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to. Staff members are aware that pupils should not be ignored and as part of the Islamic Ethos ensure that pupils are supported in developing their personality. Pupils at our school also have access to Independent listeners through form teachers and the Welfare Officer. Our School Council is a forum for open discussion regarding any pupil concerns. The head teacher is always available to meet with pupils.
- (b) Ensure that children know that there are adults in our school who they can approach if they are worried or are in difficulty. Pupils are encouraged to approach adults with their concerns. Display Board provides information on how pupils can stay safe online and who to go to in the event of any concerns they would like to discuss.
- (c) Include in the curriculum activities and opportunities which will equip pupils with the skills they need to stay safe from abuse. The curriculum, especially subjects such as PSHEE, Computing and Islamic Studies raises pupil's awareness and builds confidence so the pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- (d) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

- (e) Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils.

### **Introduction to the Safeguarding Policy**

Our school aims to encourage each pupil to discover their full potential and to develop within an Islamic framework. At our school we have high expectations of our pupils, not only academically but also Islamically in standards of behaviour, appearance and courtesy both inside and outside the school.

We firmly believe that the spirit of Islam should be at the heart of all aspects of school life. The Islamic elements cannot be separated from other elements.. The teacher/ pupil relationship is important and should be based upon respect and trust. The relations of teachers to each other and of pupils to their peer groups are equally crucial.

There are four main elements to our Safeguarding Policy.

- (a) **PREVENTION** by creating a positive atmosphere teaching and pastoral support to pupils.
- (b) **PROTECTION** by following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- (c) **SUPPORT** to pupils and staff and pupils who may have been abused or who may have been involved in ensuring the wellbeing of the victim.
- (d) **RECRUITMENT AND SELECTION OF STAFF** to ensure pupils are safe and secure from adults who might wish to harm them.

### **This policy applies to:**

- All members of our school community (teachers, administration staff, volunteers and all other staff members).
- All adults from outside the school who have close contact with pupils (mentors, support teachers, child minders and etc).

## **Roles and Responsibilities**

All adults working with or on behalf of pupils have a responsibility to protect children. There are, however, key people within school and the LA who have specific responsibilities under Child Protection Procedures.

## **Early Help**

Early help means providing support as soon as a problem emerges, at any point in a child's life.

'Providing help is more effective in promoting the welfare of children than reacting later'

Working together to Safeguard Children 2015

Early Help approach

1. Approach
2. Plan
3. Do
4. Review

All staff are made aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL or DDSL, sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an early help assessment.

## **Roles and Responsibilities of DSL/DDSL**

The main role of the Designated Teacher for Child Protection is to refer cases of suspected abuse to the relevant investigating agencies, according to the procedures established by Newham Safeguarding Children Board (NSCB).

### **The DSL is expected to:**

- Read and be familiar with the contents of this policy.
- Make sure there is at least one copy of the procedures is kept in a central place so that all staff has access to it as necessary. Ensure it contains up-to date information about local services (including telephone numbers).
- Ensure that all staff, including supply staff and volunteers are inducted in to the school's procedures, have access to the school's safeguarding policy and know how to make child protection referrals.

- Ensure that visiting staff know the schools safeguarding procedures, including the process involved in early help.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with Newham Safeguarding Team and other relevant agencies over cases of abuse and allegations of abuse.
- Ensure that all allegations against teachers and other adults working within the school community are referred to Multi Agency Safeguarding Team
- Ensure that the schools safeguarding policy is updated and reviewed annually, in collaboration with the Governing Body and any issues arising are reported regularly.
- Ensure that parents have access to the school's safeguarding policy and that a reference to it is made within the school's prospectus.
- Make themselves known to all members of staff and have training in safeguarding children relevant to their needs and that they are able to identify and report concerns.
- Notify the NCSB if there is unexplained absence of a pupil on the child protection register of more than more than two days duration from school (or one day following a weekend)
- Keep clear records of all child protection concerns in a locked filing cabinet separate from children's files.
- Any referral should be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to Newham C P Team on 020 3373 4107 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5.15pm). 020 8430 2000 at any other time, to carry out child protection investigations rather than internal investigations by the school.
- Where pupils leave the school roll, ensure their child protection file is transferred to the new school and is kept separate from main school file.
- To investigate where pupils are absent from school without any valid reason or when no contact can be made to identify reason for absence, the DSL will report to the LA and appropriate steps will be followed. (See Attendance policy)
- Help staff to devise and co-ordinate strategies to support children who are particularly vulnerable.
- Ensure staffs have advice about avoiding situations, which might make them vulnerable to allegations by pupils.
- Receive training in how to identify abuse and know when it is appropriate to refer a case and attend refresher training every year. This will also include training for inter-and multi- agency work such as child protection conferences and core group meetings.

- Represent the school at child protection conferences and core group meetings.
- Ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies in areas such as safe environment, protective behaviour, personal safety, bullying, racial awareness, internet safety and safeguarding issues within sex education.
- Provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents, other siblings and a chronology of previous concerns when making a referral to NCSB. Even if all the information is not available, the call should still be made.
- Follow up any verbal referrals in writing, within 24hrs. This will be done on a MARAC (Multi Agency Referral form), downloadable from the NSCB website [www.w<https://www.newham.gov.uk/Documents/.../MaracReferralForm>](https://www.newham.gov.uk/Documents/.../MaracReferralForm) under **Child Protection Procedures.**
- If it is necessary for the child to be taken to hospital, hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. It is important that all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any notes or reports that they recommended that staff make and securely retain copies of any notes or reports that they forward. N.B. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who is it, do what?' - the notes should be included in reports.
- Once information has been passed to the appropriate colleague they should withdraw from the process. It is not appropriate to talk to the child or to offer further support. However, when a pupil has trusted you enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation they should be advised that you cannot comment or advise but you can listen.
- Where there are still concerns, the school will be press for reconsideration.

For any referrals contact the:

**Multi Agency Safeguarding Hub (MASH),** Government Building, 5 Beckon Road, Newham  
E164DE London 0208 373 3803

## Role of the SMB person for Safeguarding

The person is responsible for safeguarding children, to ensure the children in the school are kept safe from harm. The governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

### The SMB member for Safeguarding will:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the Safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the Safeguarding and Whistle blowing policies.
- Ensure there is a suitable qualified, trained and supported DSL who has responsibility for responding to and overseeing safeguarding issues.
- Ensure there is a suitable qualified, trained and supported Deputy DSL who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the DSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure that there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school to enable adequate
- Ensure that school staff training is up to date.
- Safeguarding training (refresher or otherwise) is delivered **every year** and other training as appropriate to the role and relevant to issues within the school.
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure at least one governor or member of the SLT on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.

- Ensure the school constantly review and consider their curriculum in order that key safeguarding ‘messages and lessons’ run throughout.
- Ensure school do not operate in isolation and have an awareness of agencies available to support children and families.
- Ensure the safeguarding agenda is embedded in the ethos of the school.

## **Role of Newham Safeguarding Children Board (NSCB)**

Newham Safeguarding Children Board (NSCB) is the recognised joint forum for developing, monitoring and reviewing child protection procedure. The role of a local Safeguarding Children's Board is outlined in '**Working Together to Safeguard Children (2015)**'.

## **Role of Staff**

Abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse;

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- They have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

## **Teachers have a professional duty to:**

- Observe and be alert to signs of abuse;
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- Enquire about the progress of individual cases in which they/are have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, staffs have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

Consulting with your Designated Senior Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Lead for child protection who will contact the appropriate agency as and when required.

**If staff are unhappy about the response you receive from your Designated Senior Lead for Safeguarding contact the Local Authority Childrens' Services.**

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm
- Compromise and enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

**\*\*\*UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.**

**Staff (Non-Teaching/Ancillary)**

As with teaching staff, non-teaching staff has a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All non-teaching/ancillary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL. Beyond the initial reporting of suspected child abuse, non-teaching/ ancillary staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

**Procedures for when someone is concerned about a child or young person**

- All concerns for children and young people should be recorded on standard pro forma available.
- All concerns should be recorded as soon as possible (and within one hour)
- All concerns should be referred to the DSL
- All concerns of significant harm should be referred to MASH without delay (see appendix 1)
- All concerns of allegations in relation to staff and volunteers harmful behaviour should be referred to the head teacher. If the concern is in relation to the head teacher the chair of governor should be informed without delay(appendix 2)

To consult with the Designated Senior Lead for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Senior Lead who will contact the appropriate agency.

**Staff and volunteers must report to the DSL when:**

- A child may disclose something that has upset or harmed them
- Someone else might report something that a child has told them, or that they believe that a child has been or is being harmed
- A child might show signs of physical injury for which there appears to be no explanation
- A child's behaviour may suggest he or she is being abused
- The behaviour or attitude of one of the workers towards a child may cause concern
- A child demonstrates worrying behaviour towards other children.

**If staff are unhappy about the response he/she receives from your Designated Senior Person for child protection contact the Local Authority Children's Services.**

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm
- Compromise and enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

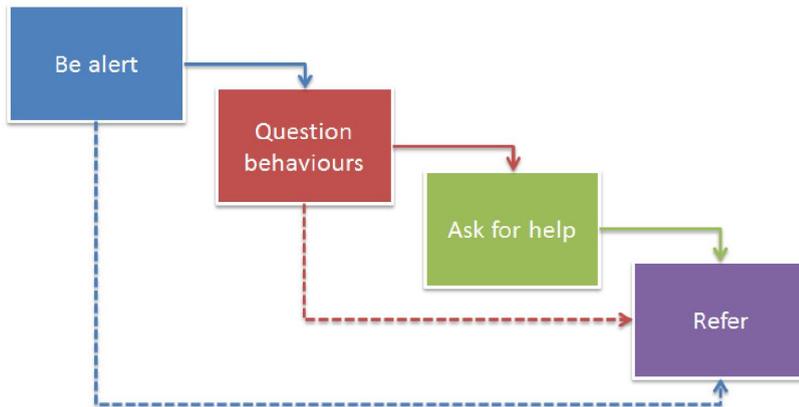
**UNDER NO CIRCUMSTANCES SHOULD STAFF LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.**

**All teaching and non-teaching staff will undertake training every year.**

Staff working with children should be guided by these four principles:

1. Children have a right to be safe and should be protected from all forms of abuse and neglect;
2. Safeguarding children is everyone's responsibility;
3. It is better to help children as early as possible, before issues escalate and become more damaging; and
4. Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

There are four main categories of abuse and neglect and, although there are definitions in Working Together to Safeguard Children 2015, this document sets out some of the warning signs. There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

### For All Staff

One sentence from the child indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult, etc. However, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical well-being with other staff, parents, etc. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury. Once there are reasonable grounds to suspect child abuse or non-accidental injury then the following procedure must be implemented immediately.

When a staff member has suspected child abuse or non-accidental injury then the matter should be referred to the DSL – Ms. Faiza and a written report using the form **Concerns about a Child's Safety and Welfare within school** should be made and forwarded to the DSL.

The individual member of staff may also choose to make the referral themselves, however

the DSL should be informed of the referral.

**ALL STAFF HAVE A STATUTORY DUTY UNDER THE EDUCATION ACT 2002 TO PASS ON ANY CHILD PROTECTION CONCERNS ABOUT A CHILD.**

## **Looked after children**

The DSL will ensure appropriate staff have the information they need in relation to a pupils looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the pupils care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the child.

## **Recognising Abuse**

### **Physical Abuse**

May involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII) or Munchausen Syndrome by proxy

### **Possible Signs of Physical Abuse**

#### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- \* Bruising in or around the mouth
- \* Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- \* Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- \* Variation in colour possibly indicating injuries caused at different times
- \* The outline of an object used e.g. belt marks, hand prints or a hair brush
- \* Linear bruising at any site, particularly on the buttocks, back or face
- \* Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

- \* Bruising around the face
- \* Grasp marks to the upper arms, forearms or leg
- \* Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- \* The history provided is vague, non-existent or inconsistent
- \* There are associated old fractures
- \* Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

#### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- \* Discrepancies between reported and observed medical conditions, such as the incidence of fits
- \* Attendance at various hospitals, in different geographical areas
- \* Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- \* The child developing abnormal attitudes to their own health
- \* Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause

- \* Speech, language or motor developmental delays
- \* Dislike of close physical contact
- \* Attachment disorders
- \* Low self esteem
- \* Poor quality or no relationships with peers because social interactions are restricted
- \* Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- \* A responsible adult checks the temperature of the bath before the child gets in.
- \* A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- \* A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school  
An explanation which is inconsistent with an injury  
Several different explanations provided for an injury  
Indicators in the parent  
May have injuries themselves that suggest domestic violence  
Not seeking medical help/unexplained delay in seeking treatment  
Reluctant to give information or mention previous injuries  
Absent without good reason when their child is presented for treatment  
Disinterested or undisturbed by accident or injury  
Aggressive towards child or others  
Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault  
Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids  
Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.  
May appear unusually concerned about the results of investigations which may indicate physical illness in the child  
Wider parenting difficulties may (or may not) be associated with this form of abuse.  
Parent/carer has convictions for violent crimes.  
Indicators in the family/environment  
Marginalised or isolated by the community  
History of mental health, alcohol or drug misuse or domestic violence  
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family  
Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

### **Emotional Abuse**

Emotional abuse is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and 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 the child's developmental capacity, as well as overprotection and limitation of exploration, 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 cyber bullying), 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, though it may occur alone.

### **Possible Signs of Emotional Abuse**

- Developmentally delayed
- Inappropriate emotional responses
- Self-Mutilation
- Extreme passivity or aggression
- Running Away
- Drug/solvent abuse
- Excessive fear of situations or people
- Social isolation
- Depression
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or careers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or careers blaming their problems on their child; and
- Parents or careers who humiliate their child, for example, by name-calling or making negative comparisons.

### **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 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.

### **Possible Signs of Sexual Abuse**

- Depression, suicidal, self-harming
- Anorexic/bulimic
- Acting in a sexually inappropriate way towards adults/peers
- Unexplained pregnancies
- Running away
- Telling of a 'friend with a problem abuse'
- Sexually abusing a younger child
- Sudden changes in school or work habits
- Afraid of certain people
- 'Chronic' medical problems (stomach pains/headaches)
- Withdrawn, isolated, excessively isolated
- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

## **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 may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

## **Possible Signs of Neglect**

- 'Failure to thrive' (looks thin, unwell, below average height and weight)
- Usually hungry
- Has regular accidents (especially burns)
- Poor personal hygiene
- Kept away from school medicals
- Tiredness
- Reluctant to go home
- Poor social relationships
- Frequent lateness/ non-attendance at school
- Inappropriate clothing
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or

violence;

- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities (PE, Play time and etc.);
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate caregivers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and

- Children who shy away from being touched or flinch at sudden movements.

## **Children with Special Educational Needs and Disabilities**

Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children. This may include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's impairment without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

## **A Child 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. School staff will follow the procedures for dealing with children that go missing 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.

We have 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 marriages.

The Designated Safeguarding Lead will inform the local authority of any pupil who is going to be deleted from the admission 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 medical professionals 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 will be notified when a pupil is deleted from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

**The local authority will be informed 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).**

## **Bullying and Cyber Bullying**

### **Safeguarding and ICT**

Protecting young people in the online world means thinking beyond the school environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections. Pupils may be working online in school, at home or in an Internet café. Increasingly pupils will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

Safeguarding pupils in both the real and virtual world is everyone's responsibility and all staff should be aware of this policy and how to respond to e-safety incidents.

All pupils should be made aware of the school's Acceptable Use Policy (AUP) and what to do if they have any ICT safeguarding concerns. Harassment, grooming of another person using technology, breaching their right to privacy, poses a serious threat to physical and emotional safety, and may have legal consequences.

### **Procedures for dealing with Inappropriate / Illegal Internet Access or Material**

If staff or pupils discover unsuitable websites, this should be immediately reported to the CPO who, in liaison with the ICT manager for the school, will consider a referral to the Internet Watch Foundation (IWF) and the Police. Illegal material within the school's network is a very serious situation and must always be reported to the Police. Our school ensures processes are in place to minimise the risk of students gaining access to inappropriate materials, through supervision and monitoring. Any incident that involves inappropriate adult access to legal material on the school premises will be dealt with by the school's disciplinary policy.

In the event of discovery of illegal material seek immediate and specific advice from the CPO who will consult with the Head teacher and the Police.

### **Combating Cyber-bullying**

Cyberbullying is a form of bullying and can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately and over a period of time, to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target. The School Rules and Regulations state that "misconduct of any kind outside of School will be amenable to School discipline if the welfare of another pupil or the culture or reputation of the School is placed at risk." Our role with regards to Bullying and Cyberbullying can extend therefore beyond the "School gates" and may include times when pupils are not under the control or charge of a member of staff.

Cyberbullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification / defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyberbullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion

groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. Our policy is clear: 'bystanders' — better termed 'accessories' in this context — who actively support cyberbullying should expect a sanction for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyberbullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Impact — the scale and scope of cyberbullying can be greater than other forms of bullying.
- Targets and perpetrators — the people involved may have a different profile to traditional bullies and their targets.
- Location — the 24/7 and any-place nature of cyberbullying.
- Anonymity — the person being bullied will not always know who is attacking them.
- Motivation — some pupils may not be aware that what they are doing is bullying.
- Evidence — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

## **Prevention**

We seek to instil values in all members of the School which should, preclude bullying. These are reinforced by a PSHEE programme which requires teachers at all levels of the School to spend time talking to their groups about cyberbullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property and their individuality. The above values should not only be addressed in PSHCEE but should also underpin ordinary curricular lessons, assemblies and etc.

It is crucial to the School's success in dealing with cyberbullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully. Staff should receive regular training and guidance in order to reduce the risk of bullying arising particularly at times or in areas where it is most likely. If necessary, external agencies will be consulted if specialist skills may be required.

## **Procedure**

Information about bullying comes from a variety of sources, including parents, pupils, staff and members of the public. In all cases we assure the person making the allegation that we shall be taking immediate action to stop the bullying / cyberbullying and will pursue information so as to identify the bully. Parents are informed as soon as possible, though sometimes some leeway may be required in order for investigations to be completed.

1. Depending on the nature of the allegation, the case will be taken up either by the class teacher, deputy teacher, Head teacher or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff. If there is a Child Protection implication, i.e. if there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm then the Child Protection Officer must be informed.

2. Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases, pupils will be warned not to do or say anything that may prejudice their position vis-à-vis the pupil who has been bullied. (No revenge / stirring up support among friends, no taking the law into their own hands.)

3. Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted; a pupil would be invited to bring a friend or member of staff to support them in any such interview. This will enable a record to be kept of the interview and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate. Notes will be retained by the Head teacher which will enable patterns to be identified.

4. Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made about visits to the Health Centre and counselling for everyone involved.

5. At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform them of action taken. Wherever possible, the identity of "informers" and pupils other than the son or daughter of the parent will not be disclosed.

6. In practice, the sanctions applied range from a verbal warning or a ban on use of the School's computer network, to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying.

### **Sanctions for Cyberbullying Behaviour**

In practice, the sanctions applied range from a verbal warning or a ban on use of the School's computer network to a temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying / cyber-bullying. In the most severe cases, it can result in criminal prosecution.

The aim of sanctions is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting them to recognise the harm caused and deter them from repeating the behaviour.
- Demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.

When cyberbullying is investigated, reference will be made to the Acceptable Use Policy (AUP); sanctions for breaches are set out in the AUP and the 'Procedure for dealing with Bullying / Cyberbullying incidents'. Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into school (although issues of child safety will be considered in relation to the latter).

Cyberbullying will have an impact on the education and wellbeing of the person being bullied, and the physical location of the bully at the time of their action is irrelevant in this. Schools have broad powers to discipline and regulate the behaviour of pupils, even when they are off the school site. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil or the culture or reputation of the school is placed at risk.

#### Anti-Cyber-bullying Code: Advice to pupils

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

##### 1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

##### 2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that

what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents or future employer to see that photo?

### 3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

### 4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

### 5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

### 6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

### 7. Make sure you tell

You have a right not to be harassed and bullied online. There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like Child Line on 0800 1111 in confidence.
- Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.
- Tell your school.

Your teachers Head teacher, Principal/, Deputy head teacher or any member of staff will support you and can discipline the person bullying you.

Finally, don't just stand there. If you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Bullying is behaviour that hurts another individual – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online using social networks, games and mobile phones, is called cyberbullying.

A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyber bullying.

(NSPCC)

## **Child Sexual Exploitation**

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 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.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

## Female Genital Mutilation

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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

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.

### Indicators of FGM

Indicators that FGM May Have Already Taken Place It is important that professionals lookout for signs that FGM has already taken place so that:

- The girl or woman receives the care and support she needs to deal with its effects
- Enquiries can be made about other female family members who may need to be Safeguarded from harm; and/or
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm. There are a number of indications that a girl or woman has already been subjected to FGM:
  - A girl or woman asks for help;
  - A girl or woman confides in a professional that FGM has taken place;
  - A mother/family member discloses that female child has had FGM;
  - A family/child is already known to social services in relation to other safeguarding issues;

- A girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- A girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- A girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- A girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- A girl or woman has frequent urinary, menstrual or stomach problems; Multi-agency statutory guidance on female genital mutilation.
- A girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- There are prolonged or repeated absences from school (see 2015 guidance on children missing education<sup>50</sup>);
- Increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- A girl or woman is reluctant to undergo any medical examinations;
- A girl or woman asks for help, but is not be explicit about the problem; and/or
- A girl talks about pain or discomfort between her legs. Remember: this is not an exhaustive list of indicators. If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/designated safeguarding lead. Professionals subject to the mandatory reporting duty are required to report 'known'<sup>51</sup> cases of FGM in girls under 18 to the police.

### **Actions**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced from October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

## **Mandatory Reporting Duty**

All teachers have a statutory duty from October 2015 to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## **Forced Marriages**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff can contact the Forced Marriage Unit if they need advice or information on 020 7008 0151 or email: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Where it is felt that a pupil is a victim of forced marriage in any way, our safeguarding procedures will be followed.

## **Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Signs and symptoms of a young person being at risk of becoming radicalized:**

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Our procedures:

- The school has a risk assessment to assess the risk of children being drawn into terrorism.

- The school has clear procedures in place for protecting pupil at risk of radicalisation.
- The school will discuss any concerns in relation to possible radicalization with pupil's parents in line with the schools safeguarding policy and procedures unless we have specific reason to believe that to do so would put the child at risk.
- The designated safeguarding lead and senior leaders will undertake advanced Prevent awareness training so that they are best equipped to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We will ensure that suitable filtering is in place. We will teach our pupils about online safety more generally.

### Referral Procedure

When staff have a safeguarding concern for a pupil showing signs/symptoms of radicalisation (from whatever ideology) a referral should be **made by completing a MARF and sends it through to MASH on [MASH@newhaml.gov.uk](mailto:MASH@newhaml.gov.uk)**

### Channel

As part of our training, staff will understand when it is appropriate to make a referral to the Channel Programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

We will co-operate with local Channel panels as appropriate.

Please see the school Prevent Policy.

**\*\*\*\*\*The Police lead for the Newhamarea is:-  
Detective Constable **Mandy Evans - 101 Ext. 7889 6438.****

**To raise concerns relating to extremism directly call the helpline directly on 020 73407264**

Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Also see

- Children Missing from education
- Prevent & Protecting Children from Extremism
- Radicalisation Risk Assessment
- Risk assessment during Salah

### **Children with family members in prison**

Approximately 200,000 children 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 (National Information Centre of Children of Offenders) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**(KCSIE 2018)**

### **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 lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- cognitive ability, physical strength,
- status, and access to economic or other resources. 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

### **Domestic abuse**

The cross government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- and emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be found on;

- NSPCC-UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

**(KCSIE 2018)**

## **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 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 ([www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets](http://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets))

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and

additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy).

As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

### **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer (cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

### **Sexual violence and sexual harassment between children in schools and colleges**

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviors risks normalising them.

### **(KCSIE 2018)**

#### **What is Sexual violence and sexual harassment?**

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003(legislation.gov.uk) as described below:

##### **Rape:**

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

##### **Assault by Penetration:**

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

##### **Sexual Assault:**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of
- this crosses a line into sexual violence - it is important to talk to and consider the
- experience of the victim) and displaying pictures, photos or drawings of a sexual
- nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of
- sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos; sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threat.

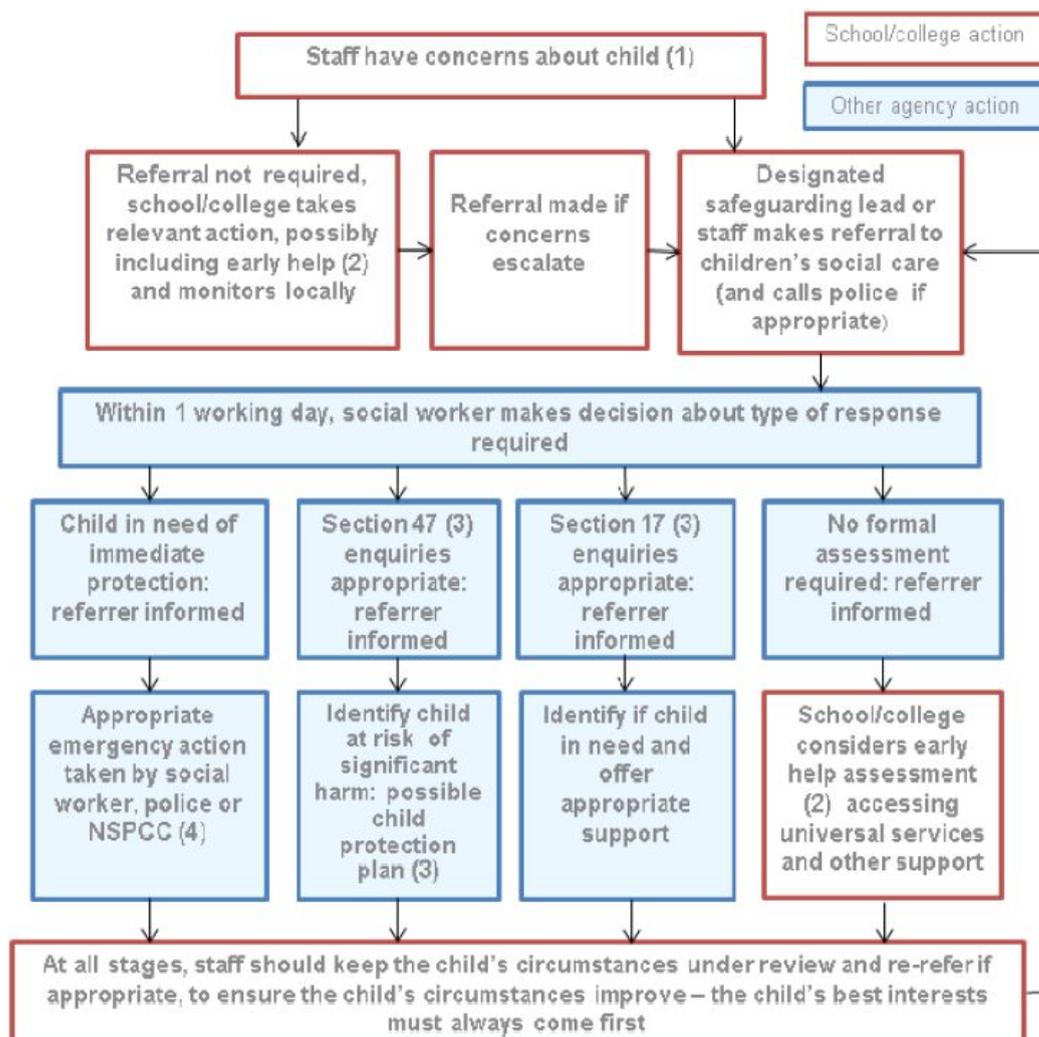
The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

**(KSCIE 2018)**

## Reporting Procedure



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

## **The Six R's**

### **RECEIVE**

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

### **REASSURE**

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

### **REACT**

- If you need to clarify information ask open-ended questions e.g. "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me..."
- Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- Never ask 'accusing' questions e.g. "Why didn't you tell someone earlier?"
- Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
- Never ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information
- These four factors may compromise enquiries that need to be made later by children's social care or Police.

### **RECORD**

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or police.

### REFER

- Immediately inform the Designated Senior Person for child protection (insert details) or in their absence the Deputy Designated Senior Person for child protection (insert details) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

### REFLECT

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.

The reporting staff **MUST** now withdraw from the immediate process but should remain vigilant.

### The Child's Wishes

Where there are safeguarding concerns, we will ensure that the child's wishes and feelings are taken into account when determining what action to take and what support is needed. All pupils will be given the opportunity to express their views and give feedback.

### Opportunities to teach safeguarding

The school will ensure that pupils are taught about safeguarding issues, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PHSEE). The school also uses external agencies to deliver workshops to pupils.

E-Safety: Pupils all sign an Acceptable use policy.

### Allegations involving a member of staff / volunteer

This school is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake Safer Recruitment Training offered by the NSCB.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances

All allegations of abuse of children by those who work with children or care for them must be taken seriously. In these circumstances all allegations against other members of staff or volunteers should be referred to the Head teacher. In their absence you should seek to speak with Khadija Patel. If your concern is about the Head teacher you need to speak to the Chair of Governors.

Staff may consider discussing any concerns with the school's designated lead and make a referral via them.

A referral to the disclosure an Baring Service(DBS) must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

**This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

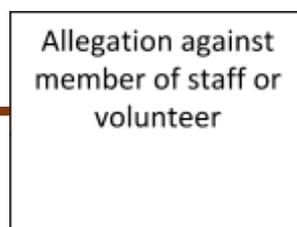
Information sharing should not be barrier but in the unlikely event that you cannot access the people above please discuss your concerns with the Local Authority Designated Officer on: \*\*\*0203 373 4107, CPRT.DUTY@newham .gov.uk

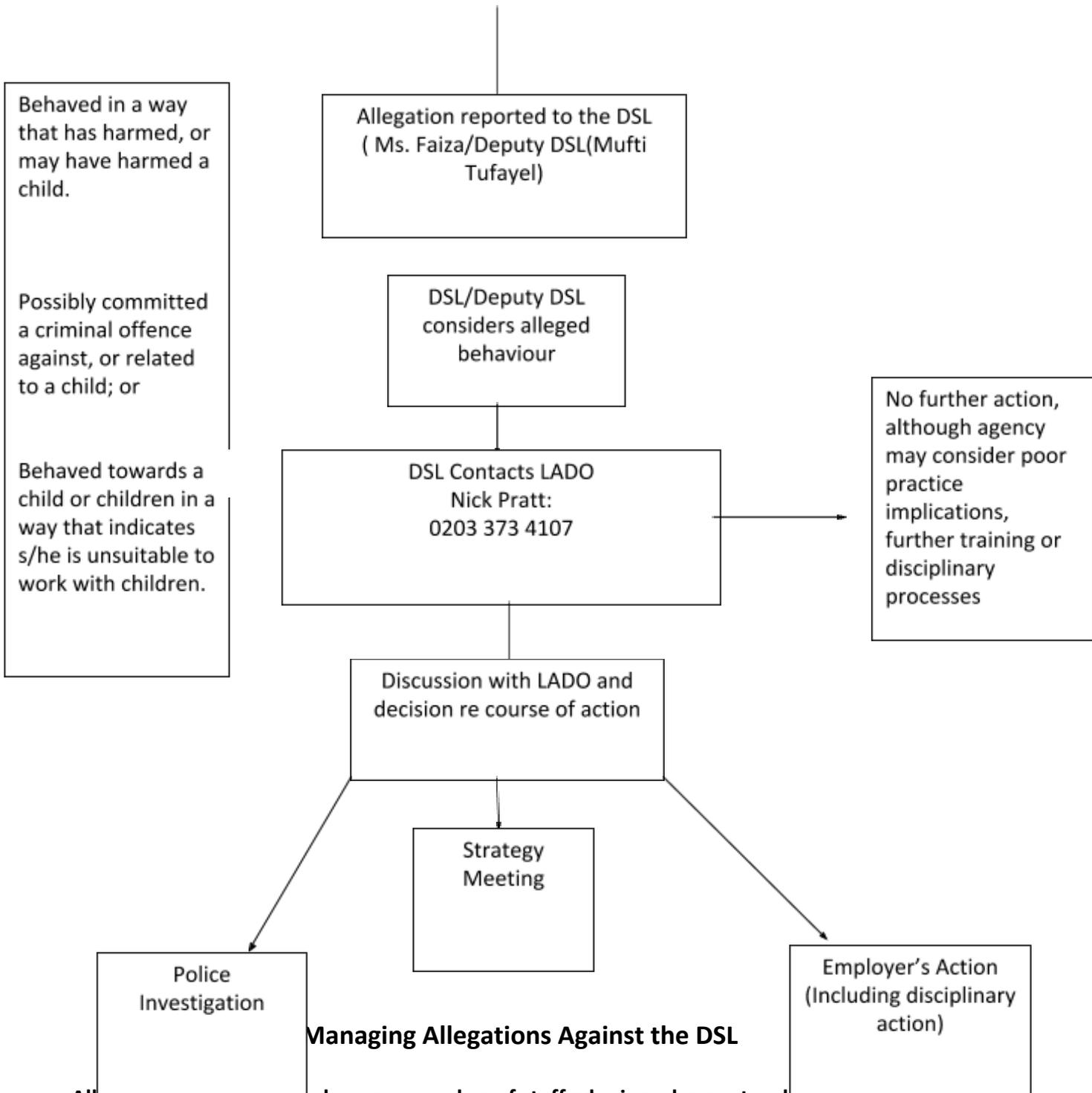
\*\*\*Operational LADO: Mary Jacobs 0203 3731462mary.jacobs@newham.gov.uk

\*\*\* Early Help Practice Manager: Kathy Dee 0203 373 3063 kathy.dee@newham.gov.uk

## Managing Allegations Against Staff and Volunteers

Any person who receives an allegation about a member of staff or volunteers or any persons outside the school by a pupil, parent or another staff member should report the matter immediately to the Head teacher who will then follow the procedures set out in the flow chart below.

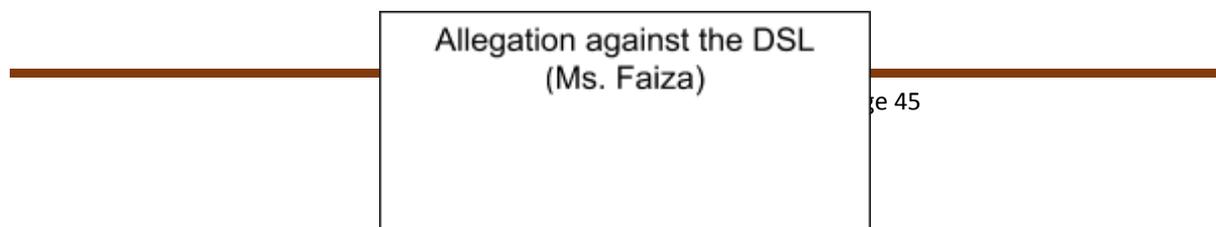


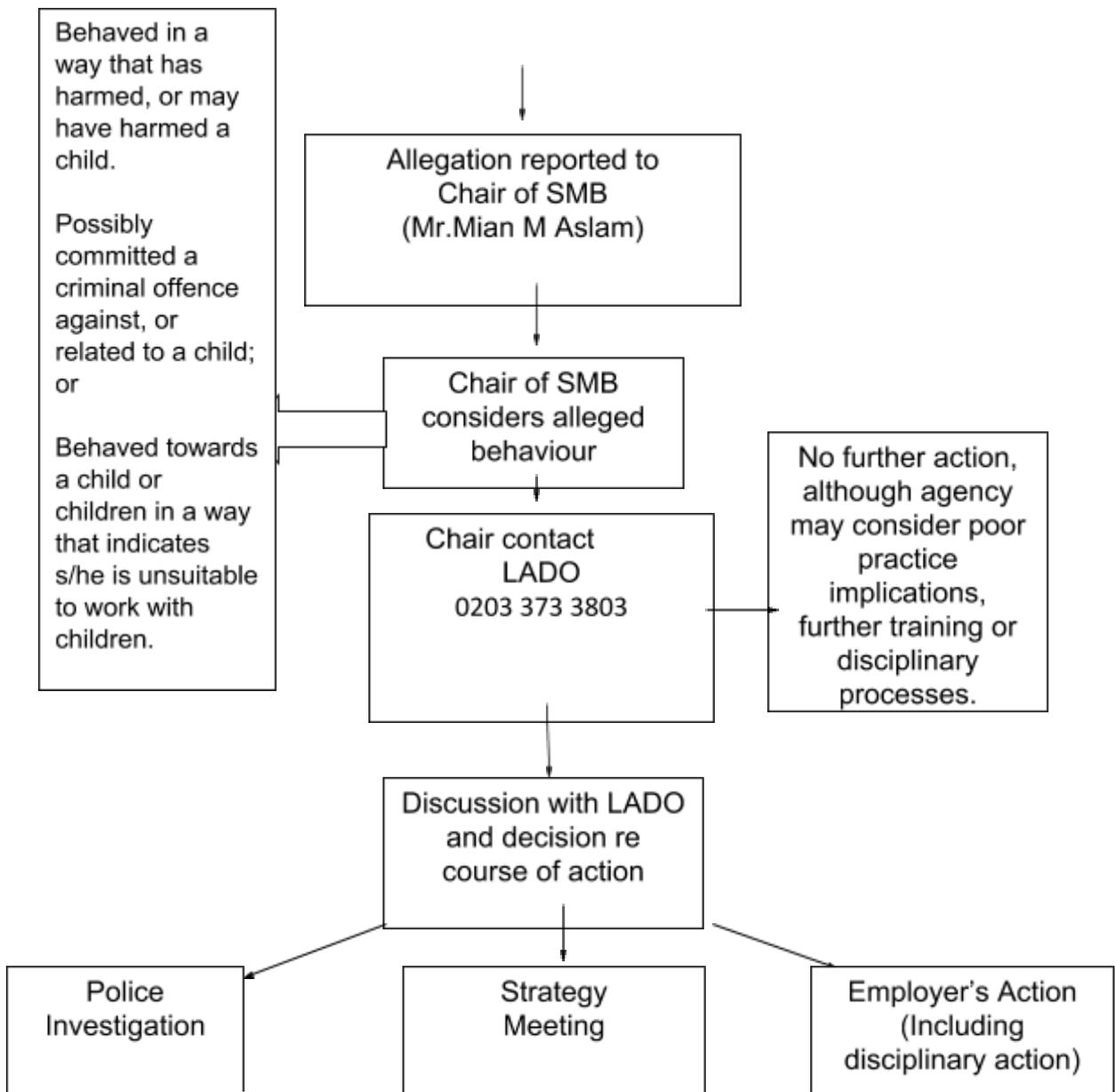


### Managing Allegations Against the DSL

**Allegations against a teacher or a member of staff who is no longer teaching at the school will be referred to the police.**

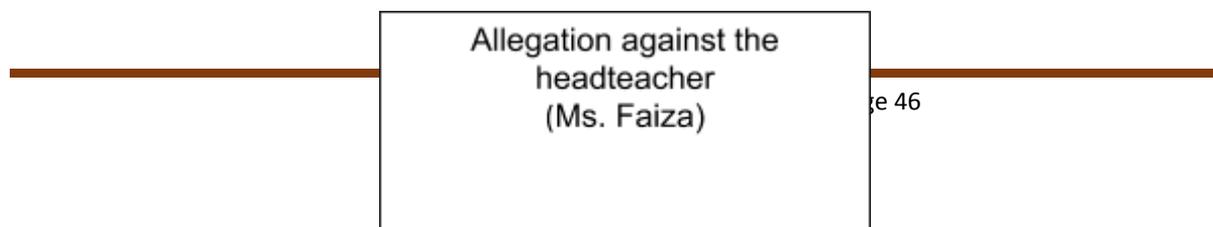
Any person, who makes or receives an allegation against DSL (Faiza Y), should report the matter immediately to the head teacher who will then follow the procedures set out in the flow chart below.

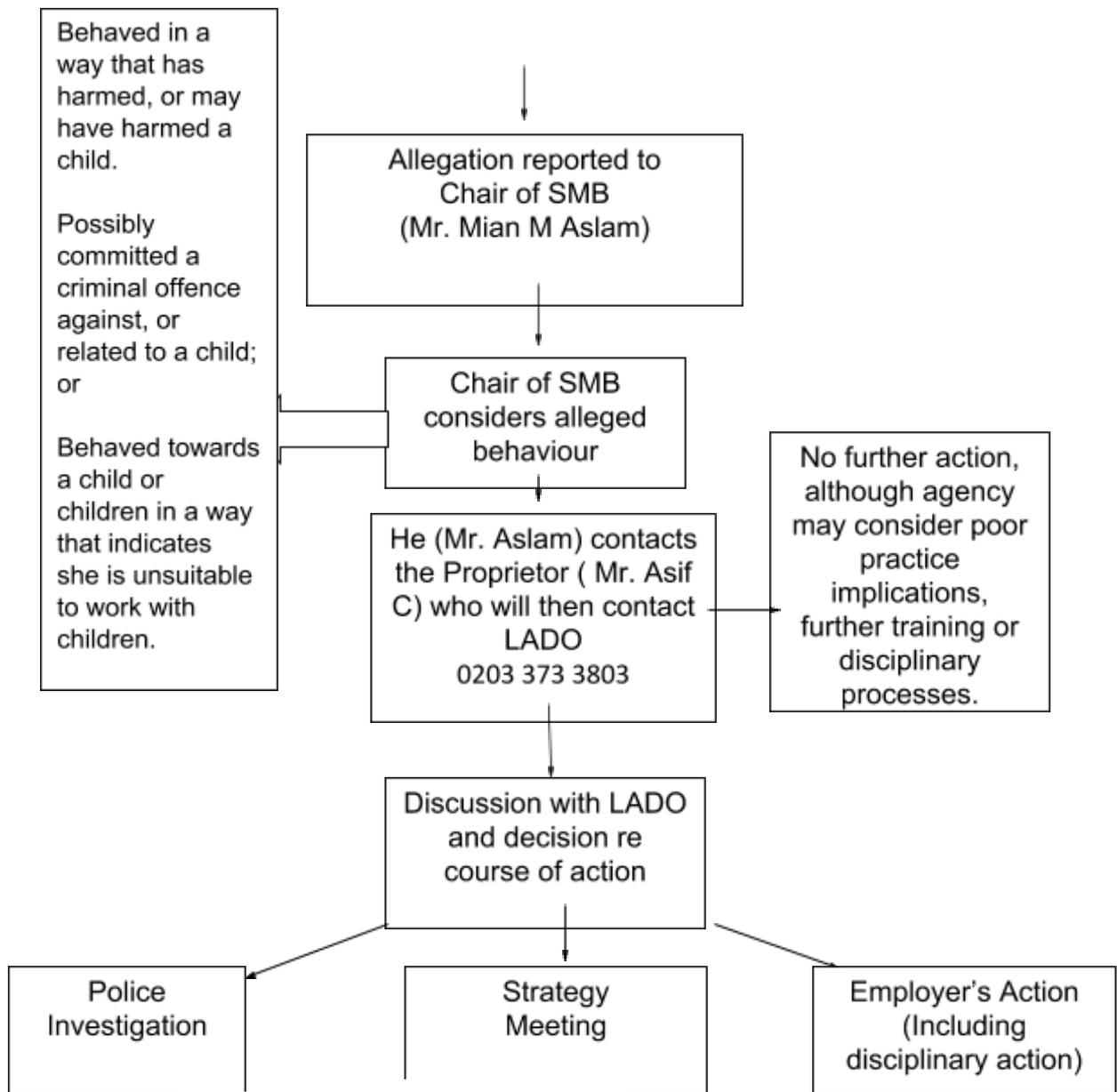




### Managing Allegations Against the Head teacher

Any person who makes or receives an allegation against the head teacher (Faiza Y), should report the matter immediately to the chair of SMB/Governors who will then follow the procedures set out in the flow chart below.





### Advice to Staff

Staff must adopt the following procedures but it is understood that where it may not be possible to implement them for various reasons, professional judgment will be necessary.

#### One to one situations

- (a) If speaking privately to a pupil use an area where other staff/ pupils can see

- you.
- (b) It is recognised that in our Islamic environment, consoling pupils may require a reassuring arm on the shoulder but try to avoid excessive familiarity with pupils.

### **Transporting of pupils**

- (a) Staff must have fully comprehensive insurance.
- (b) Think carefully about the implication of transporting an individual in your car.
- (c) All passengers must wear seat belts.
- (d) Never overload the car.

### **Addressing of Staff**

- (a) Never allow pupils to address you by your forename alone.
- (b) Never give your home telephone number to pupils who may wish to discuss problems with you.
- (c) In some activities in/out of Imam Zakariya Academy (IZA) it may be necessary to pass on a home number i.e. sporting activities, exchange visits etc.

### **Compromising situations**

If a member of staff feels that he/she has placed himself/herself in a compromising situation then an immediate discussion should take place with the head teacher or the DSL.

### **How to manage allegations**

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way which indicates that he/she is unsuitable to work with children

The allegations may relate to the persons behaviour at work, at home or in another setting.

**\*\* All allegations should be notified to the Local Authority Designated Officer (LADO) within one working day. \*\* (call 0208373 4107OR 0208 373 1462)**

The LADO will discuss the matter with the head teacher to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in

which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate.

Most allegations will require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer Significant Harm, the LADO will immediately refer the matter to the Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away.

Where the safety of other children is in question as a result of the allegation, consideration should be given to invoking the Complex (Organised or Multiple) Abuse Procedure

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that he or she can consult Police and social care colleagues as appropriate.

Where a referral is made directly to Children's Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Named Senior Officer/Manager in the relevant agency or organisation.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence
2. Enquiries and assessment by Children's Social Care Services as to whether the child is in need of protection or in need of services
3. Consideration by an employer of disciplinary action in respect of the individual

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints or disciplinary procedures.

More information and the full Newham Safeguarding Children Board Child Protection Procedures can be found

[http://newhamchildcare.proceduresonline.com/chapters/p\\_making\\_req.html](http://newhamchildcare.proceduresonline.com/chapters/p_making_req.html)

The following definitions should be used when determining the outcome of allegation investigation:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the first instance, the head teacher, or where the head teacher is the subject of the allegation, the chair of governors or proprietor (case manager) should immediately discuss the allegation with the designated officer. The purpose of an initial discussion is for the designated officer and case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the designated officer what action will follow both in respect of the individual and those made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. We will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children 2015. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children service is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer will discuss the next steps with the case manager. In those circumstances, the options open to the school will depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer will discuss with the case manager how and by whom the

investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the school.

However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

At the conclusion of a case in which an allegation is substantiated, the designated officer will review the circumstances of the case manager to determine whether there are any improvements to be made to the school procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension is justified. Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

### **Suspension**

We will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school, or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking this step.

Suspension will not be the default position: an individual will be suspended only if there is no reasonable alternative.

The Case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying to alternative work in the school so the individual does not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension.

Where the police are involved, wherever possible the employer will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

**Allegations against a teacher who is no longer teaching will be referred to the police.**

### **Support for a staff that has been suspended**

The support described below is applicable to staff during a period of suspension or during a period of leave of absence/medical absence where applicable.

It is recognised that during a period of uncertainty for a staff who finds herself/himself in this situation would require support due possibly to worry, depression or may feel isolated from workplace and colleagues. At all times it is important that staff are made aware that what is happening with the investigation. In this situation the head teacher will keep in touch at regular basis with the concerned staff for the support from within school and advice for external support from the external organisations.

### **Pupil Allegations**

Where allegations are found to be malicious, unsubstantiated or unfounded, information held will be removed from staff records and will not be referred to in employer references.

Pupils found to have made malicious allegations will be dealt as pupils who breach school procedures. Referral to the police will be made where it is felt a criminal offence has been committed.

### **Parents**

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is enquired, or police or children's social services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

## **Allegation of abuse made against other children**

Any allegations of abuse against other children must be reported to the DSL.

Staff must recognise that children are capable of abusing their peers. Peer on peer abuse should NEVER be tolerated or passed off as “banter” or “part of growing up”. Staff must be aware of the harm caused by bullying and use the schools anti bullying procedures where it is felt necessary. There will be instances when a pupil’s behavior warrants a response under Child Protection procedures.

Some pupils who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the pupil can receive appropriate help and support.

The School recognises that the care of pupils and young people with sexually harmful behavior is complex and the School will work with other relevant agencies to maintain the safety of the whole School community. The Child Protection procedure will be followed for both the victim and the perpetrator.

All concerns raised must be recorded on an incident form. Each incident will be looked at and procedures will be followed accordingly. Every concern will be dealt with appropriately.

Some examples of peer on peer abuse:

- Sexting
- Gender issues (Girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence)

## **Training and Support**

The school will ensure that DSL attends external training relevant to her role and it will be refreshed every year.

In addition to the formal training, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or read and digest safeguarding developments), at regular intervals, but at least annually. To keep up with any developments relevant to the role.

Where deemed necessary and relevant the DSL in discussion with the head teacher will keep form tutors or subject teachers up to date on matters concerning child protection issues.

DSL will ensure that all staff are reminded of their responsibilities at regular intervals and have external training every year.

Governing bodies and proprietors will recognize the expertise staffs build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity

will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

### **Recording Information**

The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

### **Timescale**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets will be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases will be resolved within one month, 90 per cent within three months, and all but the most exceptional cases will be completed within 12 months.

### **Issues of Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including the NSCB), must always however, have regard to both common and statutory law.

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

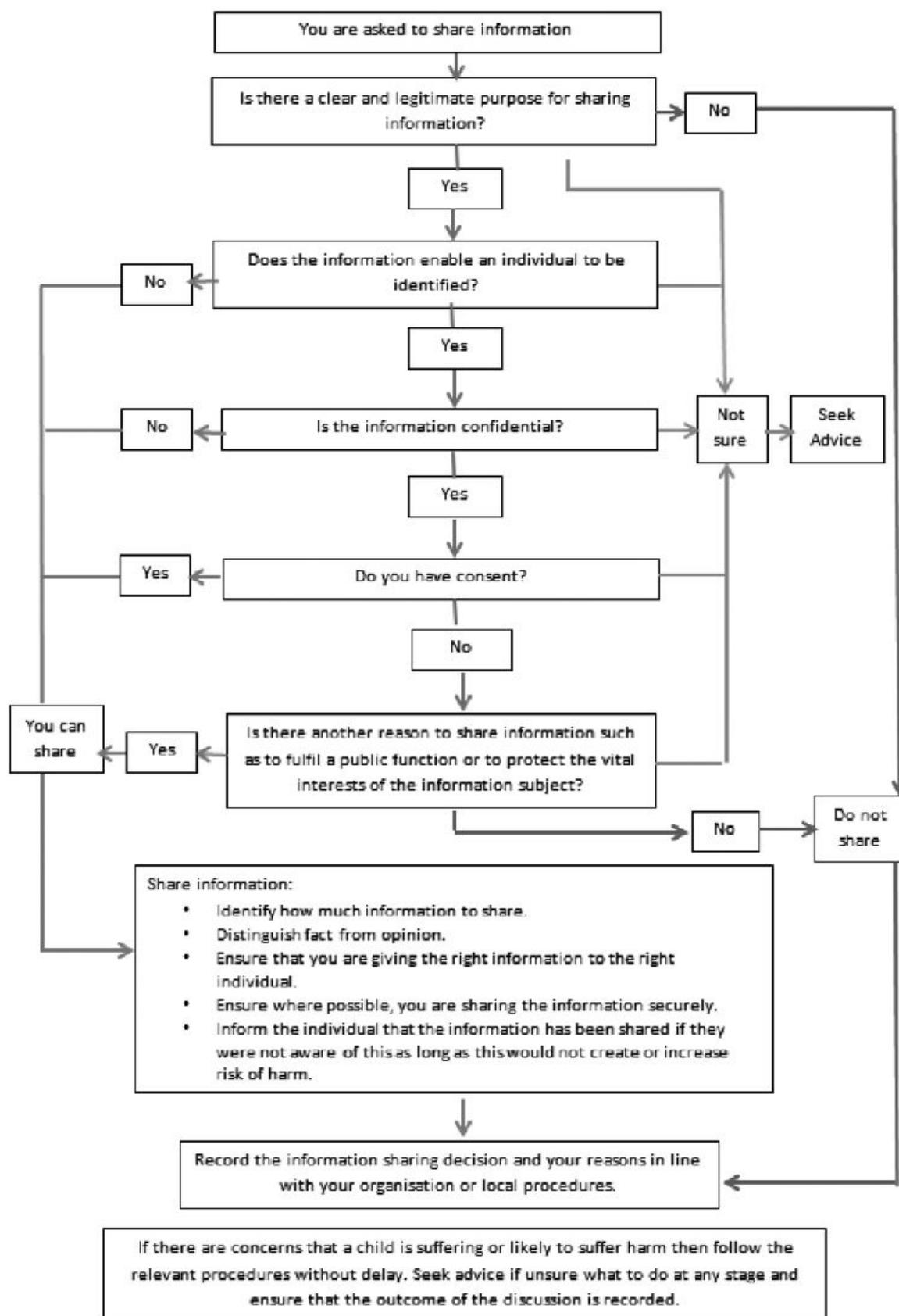
The case manager will take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

### **Information sharing**

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgment, there is good reason to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Flowchart of when and how to share information



## **Records and Monitoring**

Well-kept records are essential to good Child Protection practice. Our policy is clear about the need to record any concerns held about a child or children within our school, the status of these records, and when these records should be passed over to other agencies.

Staff should write down Child Protection concerns about pupils on the **Concerns about a Child's Safety and Welfare within School** form (available from the DSL) and immediately return to the DSL.

When a teacher suspects any significant harm to a child, and when the matter is handed over to the DSL then held notes regarding the child will become part of school records.

If there are concerns of a child then a monitoring process would be advised and the DSL will inform the head teacher and appropriate staff.

**A Concerns about a Child's Safety and Welfare within School** form would need to be completed and the DSL would collate information daily.

- a. After a predetermined length of time a further meeting with those concerned will take place to decide as to whether a referral is to be made to NSCB.
- b. If a child is currently on the register and is moving to a new school, then the DSL must forward all records to the DSL of the new school separately to their school records.

## **Attendance at Child Protection Multi- Agency Conferences**

A child protection conference is a multi-agency meeting involving Children's Services, the Police and Review and Child Protection following a referral by school or other agency/ adult in response to serious concerns expressed about the wellbeing of a child.

A professional who is independent of operational or line management responsibilities for the case will chair the conference.

All professional agencies that have contact with the child are invited to attend.

Reports for the conference are recorded on the Child Protection Conference Report Form. The DSL in consultation with the relevant staff will compile this report.

## **Supporting pupils at risk and about whom we have concern**

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can receive appropriate help and support.

We will endeavor to support pupils through:

- (a) The curriculum to encourage self-esteem and self-motivation
- (b) Our ethos, which promotes a positive, supportive and secure environment and which, gives pupils a sense of being valued.
- (c) We will ensure that wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. We will ensure that children can express their views verbally or written feedback.
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within our school setting.
- (e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (f) Regular liaison with other professionals who support the pupils and their families.
- (g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations:

See our Anti-bullying policy.

Our school recognises that, statistically, children with behavioral difficulties and disabilities are most vulnerable to abuse. Staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioral problems will need to be particularly sensitive to signs of abuse.

Our school recognises that it is important to work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and recognition that this may

occasionally require children to be referred to investigative agencies, as a constructive and helpful measure. Hence our school will ensure parents are contacted whenever a concern for a pupil is raised, unless to do so will place the child at further risk.

### **What staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and are assured that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are reflected in staff training and staff handbook, are in place for such concerns to be raised with the schools senior leadership team.

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at-Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staffs who do not feel able to raise concerns regarding child protection failures internally. Staff can call:0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

<b>Orgainsation</b>	<b>Telephone:</b>	<b>Address:</b>
<b>Muslim child helpline</b>	08003281408	95 Gregory Boulevard Hyson Green Nottingham , NG75JD
<b>NSPCC:</b>	0800 1111	42 Curtain Road London EC2A 3NH
<b>The Child Exploitation and Online Protection Centre (CEOPS)</b>	0870 000 3344 enquiries@ceop.gov.uk	33 Vauxhall Bridge Road London SW1 V 2WG

## **Visitors**

All visitors coming into school will buzz the intercom and be collected at the entrance by office staff or Caretaker, where they will be escorted to the reception area, where they will read a short Safeguarding statement, sign in, a visitor's badge/label will be given. Visitors from an organisation e.g. Police/ Armed forces/ Ofsted Inspectors and etc., will need to show their photo identification cards; visitors from educational institutions e.g. schools, colleges, Ofsted inspectors, will need to produce their DBS certificate or number alongside their photo identification. They are also informed of our school's Fire drill and fire evacuations procedure. Visitors will either be escorted to their point of contact or the point of contact will be asked to come to the reception to collect them. It is the duty of the point of contact and the office staff to ensure the visitor signs out and is escorted out.

Staff should report any unacceptable forms of behaviour by adults to a senior member of staff i.e. use of foul language by building workers etc.

## **Recruitment and Selection**

See Recruitment Policy & Extra vetting Safer recruitment Policy

**Concerns about a Child's Safety and Welfare Within School**

Name and address of School/Establishment or Agency (if applicable)	
Child's Name:	D.O.B:
Today's Date:	Time:
Your Name:	Your signature:
Your role:	
Date of Concern/Incident:	Time of Concern/Incident:
Describe the observed incident(s) as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed.	

(Check to make sure your report is clear now- and would also be clear to an outside agency)

Received by \_\_\_\_\_ DT for Child Protection Officer (DSL)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Agreed Action: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Confidential**

Date for Monitoring: \_\_\_\_\_

**Recording a Disclosure by a Child**

Name and address of School/Establishment or Agency (if applicable)
--------------------------------------------------------------------

Child's Name:	D.O.B:
Today's Date:	Time:
Your Name:	Your signature:
Your role:	
Date of Concern/Incident:	Time of Concern/Incident:
Describe the specific disclosure, using the guidance notes.	

(Check to make sure your report is clear now- and would also be clear to an outside agency)

Received by \_\_\_\_\_ DT for Child Protection Officer (DSL)

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Agreed Action, with reasons: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Refer to NSCB                      Yes                       No   
 Parent Informed                      Yes                       No

**Report to Secretary of State**

The school has a duty to report to the Secretary of State, via the DfE, within one month of

leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children.

In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

**Should any deficiencies or weaknesses in child protection arrangement are highlighted they must be remedied without delay.**

### **Useful Contact Numbers**

Newham Safeguarding Unit, Newham Dockside, Dockside Road, E15 2QU

- Local Authority Designated Officer (LADO): Nick Pratt 0203 373 4107  
[CPRT.DUTY@newham.gov.uk](mailto:CPRT.DUTY@newham.gov.uk)
- Operational LADO: Mary Jacob 0203 373 1462  
[Mary.jacob@newham.gov.uk](mailto:Mary.jacob@newham.gov.uk)
- Early Help Practice Manager: Kathy Dee 0203 373 3063  
[kathy.dee.newham.gov.uk](mailto:kathy.dee.newham.gov.uk)
- Out of hours – Emergency Duty Team (EDT): 0208 552 9587

- Newham Safeguarding Child Board: 0203 373 4107

If you are concerned about the safety or welfare of a child please phone: Tel: 0203 373 1208

- Children's Services – 0203 373 4600 (8:30am and 5:00pm, Monday to Friday)
- Local Triage Service: 0203 373 4600

\*\*\*\*\*Always encourage the discussion to be with parents if appropriate

- **Local Prevent Officer:**

PC Tracy Gunn- Stratford Police Station, West Ham Lane, E15 4SG

Tel: 0208 217 4379 Mobile: 07557 455 426

[Tracy.Gunn@met.pnn.police.uk](mailto:Tracy.Gunn@met.pnn.police.uk)

**Also See the following Policies:**

- **Protecting Children against Extremism**
- **Risk Assessment during Salah**
- **Missing Children in Education**
- **Safer Recruitment Policy & Extra Vetting safer recruitment Policy**
- **Visitors Policy**

**Signature: ..... Head Teacher: ..... Date: .....**

**Signature: ..... Chair of Governors: ..... Date: .....**