



# MARSHALLS PARK ACADEMY

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 /MarshallsParkAcademy

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Name of School	Marshalls Park Academy
Policy review Date	September 2017
Date of next Review	September 2018
Who reviewed this policy?	Geraldine Webb
Date approved by Governing body	
Designated Safeguarding Lead	Geraldine Webb
Designated Safeguarding deputy 1	Nisha Sethi
Designated Safeguarding deputy 2	Stuart Henderson
Safeguarding Governor	Tracy Bailey
Headteacher	Neil Frost
Chair of Governors	Tony Burr

# SAFEGUARDING and CHILD PROTECTION POLICY FOR MARSHALLS PARK ACADEMY

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# Safeguarding and Child Protection Policy

## 1. Statement of Intent

The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being.

At Marshalls Park Academy we are committed to safeguarding and promoting the welfare of children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

This Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the Trust board, local governing body, the Headteacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed. The designated safeguarding leads are;

**Deneholm Primary School** Sue Basnett

**Stifford Clays Primary School** Anthony Peltier

**Chadwell St Marys** Julie Donnelly

**Marshalls Park Academy** Geraldine Webb

**William Edwards School** Miss C Grime

In the absence of the designated safeguarding lead, child protection matters will be dealt with by;

**Deneholm Primary School** Caroline Turner (DHT)

**Stifford Clays Primary School** Ian Broyd (DHT) Jo Fisher ( AHT/SENCo)

**Chadwell St Marys** Michael Nunn (DHT) Heather Billins (SENCo)

**Marshalls Park Academy** Nisha Sethi ( Deputy Safeguarding Lead)

**William Edwards School** Mr T Parker

Signed by:

CEO      Date

**2. Definition** The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

For the purpose of this Policy, SWECET will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### 3. Legal Framework

3.1. This Policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Legislation relating to safeguarding in Education
- London Safeguarding Children Procedures 5<sup>th</sup> edition
- Children Act 1989 and 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012
- School Staffing (England) Regulations 2009, as amended
- The Further Education (Providers of Education) (England) Regulations 2006
- Education (Independent School Standards) (England) Regulations 2015
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2015, as amended
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Education (Independent School Standards) Regulations 2014
- The Sexual Offences Act 2003

#### Statutory guidance

- DfE (2016) 'Working Together to Safeguard Children (Feb 2017 revision)
- DfE (2016) 'Keeping Children Safe in Education
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing advice for safeguarding practitioners'
- DfE (2015) 'Disqualification under the Childcare Act' 2006

- DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers

This policy should be read in conjunction with the

- School online safety policy
- Schools Code of Conduct
- Staff Acceptable Use Agreement

## 4. Roles and Responsibilities

4.1. The **Trust Board** has a duty to:

- Trust Board would require local GBs to appoint safeguarding governors.
- Ensure the safeguarding Trust member works with the local governing body link governor for safeguarding, to guarantee they effectively discharge their duties.
- Ensure that the schools comply with their duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the schools are effective and comply with the law at all times.
- Ensure that the schools contribute to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2016'.
- Confirm that the schools safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the Board of Trustees is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against a Headteacher, local governors or Trust member.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.

- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other children.
- Make sure that the child's wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual children.
- Guarantee that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of children looked after and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep looked after children safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

#### 4.2. The **Headteacher** has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the local governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members

#### 4.3. The **Designated Safeguarding Lead** has a duty to:

- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the Headteacher to inform him of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and/or disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the local governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publically and parents/guardians are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is copied when transferring to a new school.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

#### 4.4. Other staff members must:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead

## 5 Significant Harm

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

- 5.1 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and support.
- 5.2 The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse

- Sexual Abuse
- Neglect

5.3 It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting or online by someone known to them or, less commonly, by a stranger; this includes someone in a position of trust such as a school staff member or other professional.

5.4 Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

## 6 Context

6.1 The content of this Policy and the following procedures apply to all paid staff, volunteers and governors working with or in Marshalls Park Academy.

6.2 The governors and staff of Marshalls Park Academy fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm.

6.3 All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

6.4 The aims of this Policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff for the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

6.5 Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers:

- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support pupils who have suffered abuse in accordance with their agreed Child Protection Plan.
- To emphasise the need for good levels of communication between all members of staff.
- By carefully following the procedures for recruitment and selection of staff and volunteers, ensuring that all adults within our school who have access to children have been checked as to their suitability.
- To set out a structured procedure within the school community in cases of suspected abuse.
- By sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- To ensure all staff are aware of the school's code of conduct.
- To ensure all staff have signed the AUP - Acceptable Use Policy
- By providing effective management for staff and volunteers through support, supervision and training.

6.6 Equality :

Some children's circumstances mean they are more vulnerable to abuse and/or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in acting to meet those needs: Children in Specific Circumstances, edition 5, London Child Protection Procedures.

## 7 Procedures

7.1 Our school procedures for safeguarding children will be in line with the London Borough of Havering and Havering Local Safeguarding Children's Board procedures; Edition 5 of the London Child Protection Procedures provides comprehensive guidance. We will ensure that:

- We have a Designated Safeguarding Lead who has responsibility for Child Protection and who undertakes regular training for this role.
- We have two designated safeguarding deputies who will act in the Designated Safeguarding Lead's absence.
- The Safeguarding and child protection team are:
  - Geraldine Webb, Safeguarding Lead
  - Nisha Sethi, Deputy Safeguarding Lead
  - Stuart Henderson, Deputy Safeguarding Lead
- The Designated Safeguarding Lead is a member of the Senior Leadership Team of Marshalls Park Academy.
- Those named above have received appropriate training. The Designated Safeguarding Lead and her deputies will undertake formal training at least every two years. The Safeguarding Team will keep themselves up to date throughout the year.
- All school staff will receive training at least every year.
- We have a designated Governor for Child Protection/Safeguarding. This person is Tracy Bailey.

7.2 In the event that there are concerns about a child, the Designated Safeguarding Lead will access the London Borough of Havering MASH threshold document and the London Child Protection Procedures 5<sup>th</sup> edition to inform their decision-making process with regard to the presenting safeguarding concerns.

7.3 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

- All members of staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.
- All new members of staff will be given access to a copy of our safeguarding and child protection procedures as part of their induction into Marshalls Park Academy.
- All members of staff will read Keeping Children Safe in Education 2016, section 1. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.
- All members of staff will be expected to know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>.
- All members of staff will know how to respond to a pupil who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

Stay calm, listen to the child and if you are shocked by what is being said try not to show it.

- Do not promise confidentiality; you can however promise privacy, reassure the child they have done the right thing. Explain who you will have to tell and why.
- If a child is making a disclosure the pace should be dictated by the child, do not ask leading questions, for example ‘what did they do next?’ It is our role to listen, not to investigate. Use open questions such as ‘is there anything else you wish to tell me?’
- Accept what they are telling you; do not make judgements.
- Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
- Don’t criticise the perpetrator; this may be someone they love.
- Tell them what you will do next and with whom the information will be shared.
- Pass this information on immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in his/her absence via CPOMS.

7.4 All staff, in the absence of a member of the safeguarding team, may raise concerns directly with MASH (including Children’s Social Care and Police).

7.5 After a child has disclosed abuse, the Designated Safeguarding Lead should take immediate action to contact MASH (including Children’s Social Care and Police).

- All staff must report all information immediately, on the same working day, to the Designated Safeguarding Lead, or in their absence to the Safeguarding Deputy.
- The conduct of staff when in a 1:1 situation with a child should be managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the schools ‘Managing Allegations / Whistleblowing Policy’ and how to access it.
- All parents/carers will be made aware of the possibilities of staff members’ actions with regard to child protection procedures.
- All parents/carers, as part of the child induction process, will be made aware of the Safeguarding and Child Protection Policy, which is on the school website [www.marshallspark.org.uk](http://www.marshallspark.org.uk)

7.6 We will review our Safeguarding and Child Protection Procedures annually and complete a London Borough of Havering section 175 audit. A copy of the audit will be sent to the Schools Safeguarding Lead in Havering and also shared with the Quality Assurance Inspector.

## 8 Types of Abuse and Neglect

These definitions are from “Working Together” (March 2015, Feb 2017 rev) and “Keeping Children Safe in Education” (September 2016):

### **Abuse:**

8.1 a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

### **Physical abuse:**

8.2 a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse:**

8.3 the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or

unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying / online 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, although it may occur alone.

#### **Sexual abuse:**

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

#### **Neglect:**

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

#### **Child sexual exploitation (CSE) (Working Together, Feb 2017):**

8.6 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants; and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

There are three main types of child sexual exploitation:

- Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- Boyfriend: Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- Organised exploitation and trafficking: Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## **Female Genital Mutilation (FGM)**

8.7 The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to immediately notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the Designated Safeguarding Lead and together the information will be taken immediately to the police. 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 practise 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.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 4 and 10.

## **Breast Ironing**

8.8 is where young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue, or an elastic belt to press the breasts so as to prevent them from growing in girls as young as 9 years old. Much like Female Genital Mutilation (FGM), breast-ironing has been identified by the UN as one of five under-reported crimes relating to female-to-female/gender-based violence.

The practice is performed usually by mothers and female relatives and it is believed that by carrying out this act:

- young girls will be protected from harassment, rape, abduction
- it will prevent early pregnancy that would tarnish the family name
- it will allow the girl to pursue education rather than be forced into early marriage
- it will delay pregnancy by "removing" signs of puberty
- girls may not appear sexually attractive to men

Most at risk: Young pubescent girls usually aged between 9 – 15 years old. It is a well-kept secret between the young girl and her female relatives who are likely to carry out the practice.

## **Prevent, Radicalisation and Extremism**

8.9 As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is the 'Prevent Duty'. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel Panel. The school will work with the LSCB as appropriate.

8.10 Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Training**

8.11 All designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. All staff complete on line training as part of their induction by following this link.

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

## **Risk Indicators**

8.12 Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

8.13 Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

8.14 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

8.15 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

8.16 Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

## **Making a Judgement**

8.17 When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?

- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

### **Critical indicators**

8.18 include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

8.19 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

8.20 The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of the Channel Panel, in the first instance.

## **Channel Panel**

- 8.21 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of a Channel Panel. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.
- 8.22 In cases where the school believes a pupil is potentially at a serious risk of being radicalised, the Headteacher or Safeguarding Lead must contact the LA's Channel Panel.
- 8.23 The Channel Panel ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- 8.24 The panel identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the Trust.
- 8.25 The delivery of the Channel may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services

## **Sexting**

- 8.26 The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This school will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook, being the object of cyber-bullying and online grooming are all potential safeguarding concerns. We have a responsibility to work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

## **Missing**

- 8.27 A child going missing from education is a potential indicator of abuse or neglect. Staff will follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. Missing is often an indicator of possible abuse and neglect, including sexual exploitation.

# **9 Possible Signs and Symptoms of Abuse**

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs and symptoms of abuse can be found in Working Together to Safeguard Children 2015. Also students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for PE, constant tiredness) which are not necessarily signs of abuse but symptoms of their condition; however, it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

## **9.1 Physical Abuse**

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated injuries
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact/aggressive behaviour
- Arms & legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help

- Self-destructive tendency
- Running away

### **9.2 Emotional Abuse**

- Physical, mental, emotional or developmental lag
- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing, scavenging

### **9.3 Sexual Abuse**

- Sudden changes in behaviour
- Displays of affection which are inappropriate
- Alleged promiscuity or sexualised behaviour
- Fear of undressing
- Regression to younger behaviour
- Inappropriate internet use and possible 'grooming' concerns
- Genital itching or other genital/anal pain/injury
- Distrust of familiar adult
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal
- Apparent secrecy about social activities or the identity of "special friends"
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and sexually transmitted disease

### **9.4 Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviour
- Poor social relationships
- Deterioration in school performance
- Running away
- Compulsive stealing or scavenging

### **9.5 Child Sexual Exploitation (CSE)**

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;

- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

### **9.6 Female Genital Mutilation (FGM)**

The World Health Organisation identify girls between 4 and 10 as being the most at risk.

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear
- Talking about pain or discomfort between her legs

### **9.7 Prevent, Radicalisation and Extremism:**

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online, so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

### **9.8 Handling Sexting and Nude Selfie Incident:**

UKCCIS "Sexting in schools and colleges" will be used to triage concerns. This extract gives the initial actions that should be taken:

There should always be an initial review meeting, led by the DSL. This should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people  
*When assessing the risks the following should be considered:*
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?

- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery? • Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

### **9.9 Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

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

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the Local Authority, particularly when the child has come

from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

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

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

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the Local Authority of the private fostering arrangements.

## **10 What to do if you suspect that abuse may have occurred**

You must report the concerns immediately, on the same working day, to the Designated Safeguarding Lead or their deputies. You may report verbally, but this must be followed up by a written account, on the same working day using CPOMS..

### **The role of the Designated Safeguarding Lead is to:**

Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.

Assess the information quickly and carefully and ask for further information as appropriate.

They should also consult with Havering services in the first instance (e.g. MASH including Early Help, LADO)

The Designated Safeguarding Lead should make a referral to the MASH (social care / police) or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.

The referral should be made to the MASH team in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the MASH team in that borough / authority.

A telephone referral should be made and confirmed in writing using a MASH on the same working day if requested. The MASH team should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.

Following referral, the MASH team should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead that they have made a decision.

Concerns will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the Designated Safeguarding Lead has not responded appropriately to your concerns, it is then your responsibility to contact the MASH and the LADO directly.

### **Supporting Children**

We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Marshalls Park Academy will support all children through:

The curriculum

The school ethos

Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.

Promoting a caring, safe and positive environment within the school, giving children a sense of being valued.

Ensuring children know there are adults in the school whom they can approach if they are worried.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Notifying MASH (Social Care) as soon as there is a significant concern.

Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

## 11 Confidentiality and Information Sharing

We recognise that all matters relating to Child Protection are confidential.

Department for Education (DfE), information sharing protocols 2015 will be adhered to at all times.

The Headteacher, Designated Safeguarding Lead, or staff generally will disclose any information about a child to other members of staff on a "need to know" basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets. When considering sharing information the staff will consider the seven golden rules..

:

- Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework
- Be open and honest with the person from the outset about how information may be shared.
- Seek advice, do not fail to share information because you are unsure what to do.
- Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to the child if the information is not shared.
- Consider safety and well-being of the child and base information sharing decisions on this.
- Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
- Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

### Supporting Staff

We recognise that staff working in Marshalls Park Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

## **Safer Recruitment**

At Marshalls Park Academy we will ensure we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children. Recruitment adverts will highlight the priority that the school places on this and the school's commitment to safeguarding. References and medical checks will be made on all new staff, and all staff will have references on file.

The school will follow the guidance set out in Keeping Children Safe in Education 2016, and in line with the Local Authority and Local Safeguarding Children's Board procedures, these being the 5<sup>th</sup> edition of the London Child Protection Procedures 2015.

## **12 Allegations Against Students – peer on peer abuse**

The school recognises the different forms peer on peer abuse, and is clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

Further information is available in our separate policy on Peer on Peer Abuse Policy.

## **13 Allegations Against Staff**

At Marshalls Park Academy we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay or where that is not possible, to the Local Authority Designated Officer (LADO); any concerns about the Headteacher should go to the Chair of Governors and the LADO.

We understand that a child or third party may make an allegation against a member of staff.

We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

We will be guided by Working Together 2015 which defines an allegation as when an adult has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children.

If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Headteacher; this must be done on the same working day.

The Headteacher on all such occasions will discuss immediately, on the same working day, the content of the allegation with LADO, before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the member of staff will immediately inform the Chair of Governors who will consult with the LADO; this must be done on the same working day. If the Chair of Governors is not available, the member of staff must make direct contact with the LADO.

The school will not internally investigate until instructed by the LADO.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school. These are also contained in the London Child Protection Procedures 5<sup>th</sup> edition 2015.

## **14 Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Further information is available in our separate policy on Managing Allegations / Whistleblowing.

## **15 Physical Intervention**

Our Policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Safeguarding and Child Protection processes must be followed.

## **16 Bullying**

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **17 Racial Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **18 Health & Safety**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from school when undertaking school trips and visits.

## **19 Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

## **20 Other Relevant School Policies**

- Managing Allegations / Whistleblowing Policy
- Physical Intervention Policy
- Behaviour and Discipline Policy
- Peer on Peer Abuse Policy
- Anti-Bullying Policy
- Racial Incidents Policy
- Health & Safety Policy
- Online Safety Policy

## **21 Management of Children Subject to Child Protection Investigation or Subject to a Child Protection Plan:**

The Designated Safeguarding Lead and team will contribute to the child protection investigation and attend or contribute to the Strategy meetings.

The Designated Safeguarding Lead or deputy will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.

If the child is placed on the Child Protection Plan, the Designated Safeguarding Lead or deputy is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.

Information will be shared with staff on a “need to know” basis but key personnel working with child should have sufficient information to support them in their work with that child.

If a child with a Child Protection Plan has an unexplained absence from school, the Designated Safeguarding Lead will inform the Social Worker.

## **22 Support and Training**

We are committed to the provision of safeguarding training for all our team members, paid and voluntary and we recognise that staff must be regularly updated. Safeguarding and Child Protection is always part of our start of year professional development and induction every September.

In addition to the basic safeguarding training, the Designated Safeguarding Lead and Team undertake training in inter-agency working at least bi-annually to keep their knowledge and skill up to date.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training – this training cycles round a range of key topics. This will be additionally supported every year with training and updates provided by the Designated Safeguarding Lead through staff meetings, training days, written updates and briefings.

Staff will be required to sign that they have read Part One: Safeguarding information for all staff of "Keeping Children Safe in Education" (2016).

## **23 Record Keeping**

DfE guidance says that the Designated Safeguarding Lead will keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

Havering LSCB promotes high quality record keeping in respect of all concerns about children's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child's confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and escalation of concerns.

If a child transfers to another school or other educational establishment, the Designated Safeguarding Lead must forward securely the child protection file to a named person at the receiving school/establishment under a separate cover from the academic records. The file should be marked 'confidential, to be opened by addressee only'.

The Designated Safeguarding Lead should retain a digital copy of the child protection file. This can be digital, which should be stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory school age should be archived and catalogued. Records must be kept until a child reaches 25 years of age; child protection records must be kept for 35 years after the child leaves the school.

When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/s
- Discussions with staff
- Information provided to the MASH
- Advice given and decisions taken (clearly times, dated and signed)

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the inter-agency referral form.

Marshalls Park Academy will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

## **24 Supervisory Arrangements for the Management of Out of School Hours' Activities.**

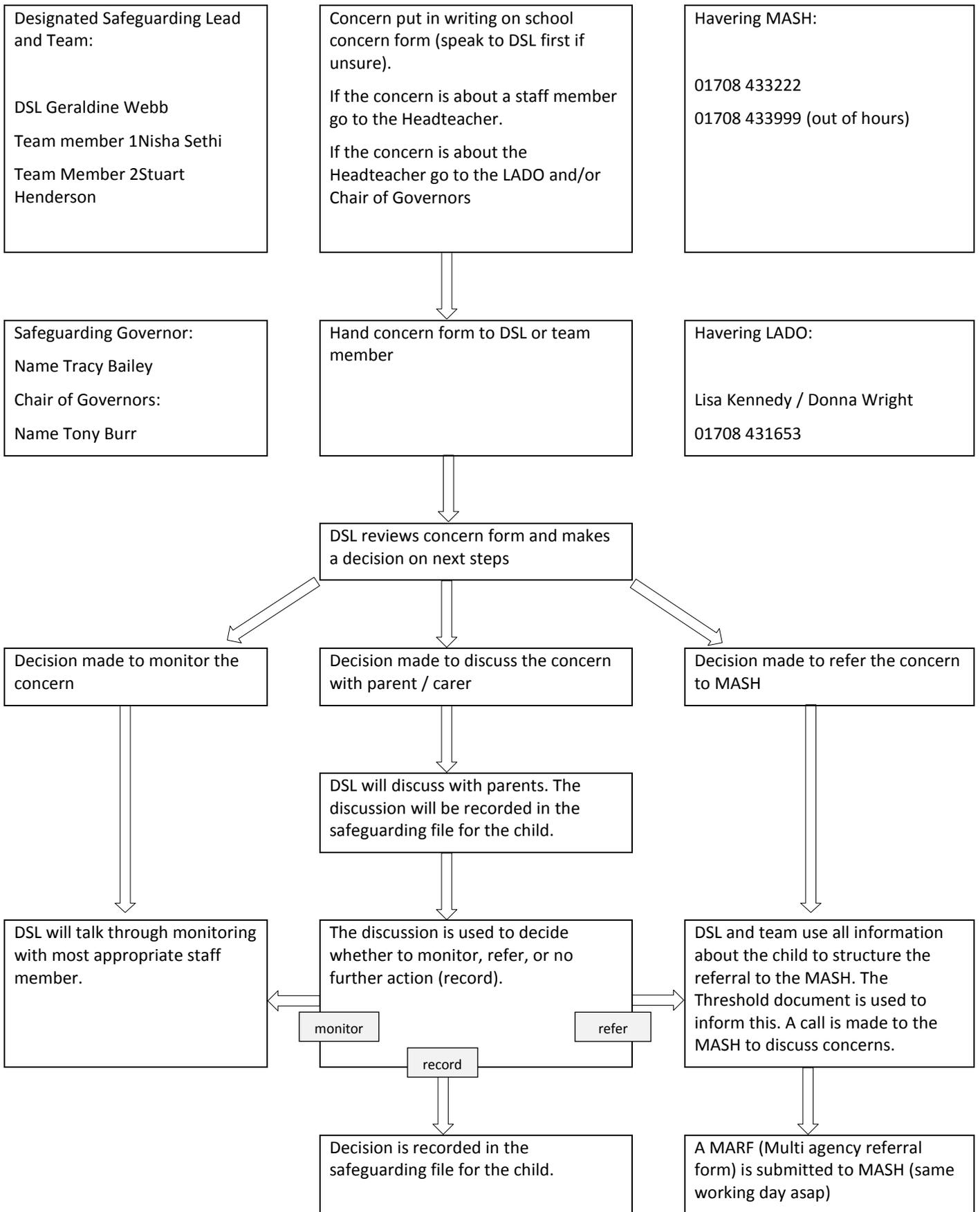
- We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:
- All clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they meet the requirements of the DBS.
- Registers will include arrival and departure times.

- The club will keep a record of all sessions including monitoring and evaluation records.
- The team members will record any unusual events on an accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending the activities.
- Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful; in such circumstances another adult should be told.
- Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/carer and a care plan is in place for the child naming them as part of the care plan.
- All team members should treat all children with dignity and respect in both attitude, language and actions.

## 25 Key Contacts

- MASH 01708 433222 (01708 433999 out of hours)  
<https://www.havering.gov.uk/Pages/Services/Children-and-young-people-child-protection.aspx?l1=100014&l2=200127>
- LADO – Lisa Kennedy – 01708 431653 - [lado@havering.gov.uk](mailto:lado@havering.gov.uk)  
<https://www.havering.gov.uk/Pages/ServiceChild/Local-authority-designated-officer.aspx>
- Prevent – PC Syed Ali, S015 Counter Terrorism Command - 07825 521839  
[syed.ali@met.police.uk](mailto:syed.ali@met.police.uk)
- Safeguarding governor Tracy Bailey
- Designated Safeguarding Lead -Geraldine Webb and Deputies Nisha Sethi and Stuart Henderson

## Raising concerns about a child



If the Designated Safeguarding Lead and team are not available the staff member should, with the support of the most senior member of staff available, make a direct referral to MASH.

## 26 Where to go for further information:

- a. Havering LSCB  
<https://www.havering.gov.uk/Pages/Category/Havering-Safeguarding-Childrens-Board.aspx?l1=100014>
- b. Havering: Threshold Document and Descriptors  
<https://www.havering.gov.uk/Pages/Category/Safeguarding-children.aspx>
- c. Havering: MARF guidance notes  
[https://www.havering.gov.uk/info/20083/safeguarding\\_children/412/report\\_a\\_concern\\_with\\_a\\_child](https://www.havering.gov.uk/info/20083/safeguarding_children/412/report_a_concern_with_a_child)
- d. Havering: Missing protocol  
[www.havering.gov.uk/missingchildren](http://www.havering.gov.uk/missingchildren)
- e. Havering: Online CSE toolkit  
<https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>  
<https://www.havering.gov.uk/Documents/Children-young-people-and-families/Havering%20safeguarding%20board/CSE-Toolkit.pdf>
- f. UKCCIS: Sexting in schools and colleges 2016  
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- m. DfE: Preventing and Tackling Bullying 2017  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- n. LGfL: online safety policies  
<http://os.lgfl.net>

## 27 Templates that should be used alongside this Policy

- a. Havering LSCB Thresholds
- b. Sample online safety concern form
- c. Sample running record (for Ofsted)
- d. Havering S175 safeguarding audit
- e. Headteacher annual safeguarding report to Governors
- f. LGfL Online safety policy
- g. LGfL Staff acceptable use agreement