



## Child Protection and Safeguarding Policy

Adopted on: 6<sup>th</sup> October 2015

Date for review: October 2016

Signed \_\_\_\_\_

Role \_\_\_\_\_

Date \_\_\_\_\_



## Key personnel and contact details

### All school child protection personnel also hold lead responsibility for Prevent

The designated child protection persons (DCPP) for child protection are \_Naomi Micklem and Linda Ewers

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The deputy designated person(s) are \_\_\_\_Paul Cox and Anne Philip\_\_\_\_\_

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The designated child protection governor is \_\_\_\_Lucy Arthurs\_\_\_\_\_

Contact details: email: [lucyarthurs@gmail.com](mailto:lucyarthurs@gmail.com) tel: .... 07931 511 323.....

The headteacher is \_\_\_\_Linda Ewers

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The Local Authority Designated Officer (LADO) is \_\_\_\_James Gilley\_\_\_\_\_

Contact details: email: [james.gilley@towerhamlets.gov.uk](mailto:james.gilley@towerhamlets.gov.uk) tel: .....

Child Protection Advice Line (located at the Multi-Agency Safeguarding Hub - (MASH) – 020 7364 3444

Children's Social Care Out of Hours .....tel: 020 7364 4079

Police Child Abuse Investigation Team (CAIT).....tel: 020- 8217 6484 (or use 999 or 101 if not available)

Local Authority Prevent Officer (advice and casework) .....Liz Vickerie

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Local Authority Prevent Officer (curriculum and staff training).....Tom Llewellyn-Jones

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# Olga Primary School

## Child protection and safeguarding policy

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This policy supports the UNICEF Rights of the Child:-

Article 3 The best interests of the child must be a top priority in all things that affect children.

Article 19 Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.



## **Our Vision**

### **“Be The Best You Can Be”**

1. All of us are working together so that throughout your time at Olga you will “Be the Best You Can Be”.
2. You will be provided with the support and experiences you need so that you can feel you have achieved your very best.
3. You will learn new and exciting things and be inspired to continue learning throughout the rest of your life.
4. You will be supported so that you believe in yourself and develop your abilities to their potential.
5. You will be encouraged to help create a school where everyone works together in a spirit of co-operation, personal growth and friendship.
6. You will learn and work in a safe environment where everyone understands the importance of being healthy and happy, as well as the value of looking after ourselves and each other.
7. You will feel included, listened to and be encouraged to fully play your part in creating a school and local community where everyone feels a sense of ownership and pride.

## **Policy statement and principles**

This policy is one of a series in the school’s integrated safeguarding portfolio and links with other school policies:-

- Behaviour
- Sex and Relationships
- E-Safety
- Whistleblowing
- Safer Recruitment
- Physical Intervention
- Staff Code of Conduct

The school’s safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management.

This policy is available on the school website and is included in the staff handbook, volunteers’ handbook and in induction procedures.

Our core safeguarding principles are:

- the school’s responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners



## Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

## Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

## Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

### Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.



## **Safeguarding legislation and guidance**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- The **Teacher Standards 2012** state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguard Children 2015** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance **Keeping Children Safe in Education 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
- All staff must read Part One of the guidance in **Keeping Children Safe in Education 2016** and staff can find a copy in the office, on the staffroom noticeboard, on the school shared area and on the school website.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. It provides examples of potential signs of abuse and neglect which are helpful. Copies are on the staffroom noticeboard and on the staff shared area. The NSPCC website provides additional information and advice on what to look for.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

## **Roles and responsibilities**

Schools form part of the wider safeguarding system for children, as described in **Working Together To Safeguard Children**. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfill this responsibility, professionals should consider, at all times, what is in the best interests of the child. School staff are in a position to identify concerns early and provide help to prevent concerns from escalating.



## **The designated child protection person (DCPP):**

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- refers cases where a person is dismissed or has left due to risk/ harm to a child to the DBS or NCTL
- refers cases where a crime may have been committed to the police
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors regarding this
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.

## **The deputy designated persons:**

Are appropriately trained and, in the absence of the designated person, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated persons, the deputies will assume all of the functions of the above.

## **The governing body:**

Ensures that the school:

- appoints a DCPP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available





publicly on the school's website or by other means

- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the headteacher, receive information about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DCPD on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DCPD receives refresher training at least every two years.
- ensures that all staff, including temporary staff and volunteers, are provided with the school's child protection policy and staff code of conduct
- ensures that the school contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online, as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing-allegations procedures take into account the procedures and practice of the local authority and LSCB and national guidance.

All governors must have an enhanced criminal records certificate from the DBS. Any governor who engages in regulated activity must also have a barred list check.

### **The headteacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DCPD and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the designated officer or team in the local authority where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately



- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures
- referring all concerns about a pupil's safety and welfare to the DCP, or, if necessary directly to police or children's social care
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media.

## **Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards pupils will not be tolerated and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

## **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion,



disability or sexuality

- at risk of sexual exploitation
- at an early stage of learning English
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

## **Missing children**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DCP will liaise with the School Attendance Officer to monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict, zones, or travelling for female genital mutilation or forced marriage.

The school will notify the Local Authority when a child is going to be removed from the school role because:-

- the pupil has been taken out of school by their parents and the school has received written notification from the parent that the child will be educated outside the school system;
- the pupil has ceased to attend school and no longer lives within reasonable distance of the school;
- the pupil has been permanently excluded;
- the pupil does not attend regularly or has been absent without permission for at least 10 school days.

## **Helping children to keep themselves safe**

The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. Children are taught explicitly and implicitly that they have rights and deserve good physical and emotional treatment.

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education, and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures.

## **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- nominating separate link people to avoid any conflict of interest where a member of staff is the subject of an allegation made by a pupil



- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality, and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

## **Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

## **Whistle blowing if you have concerns about a colleague**

All staff should feel able to raise a concern about poor or unsafe practice or about individual staff members. Advice can be found on the NSPCC whistleblowing helpline on 0800 028 0285 for any member of staff who feels unable to raise matters internally.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code, which can be found on the staff shared area, enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

An allegation is any information which indicates that a member of staff or volunteer may have:

- Behaved in a way that has or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff or volunteer has contact within their personal, professional or community life.

To reduce the risk of unfounded allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff code of conduct.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief



details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher or the Designated Child Protection Person.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is Daniel Smith, email: [danielinbow@btinternet.com](mailto:danielinbow@btinternet.com).

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is Lucy Arthurs, email: [lucyarthurs@gmail.com](mailto:lucyarthurs@gmail.com), tel: 07931 511 323

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher will not investigate the allegation herself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer.

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Child Protection Advice Line and the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Tower Hamlets **Safeguarding Children Board Procedures**.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

## **Allegations against staff**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are reluctant to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)*. The Tower Hamlets Procedures for Managing Allegations Against Staff have been accepted by the school and can be found on the school website and the staff shared area.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Historical allegations or allegations concerning staff who no longer work at the school will be reported to the police.

## **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse,



neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff code of conduct, reporting and recording arrangements, and details of the DCP. All staff and governors will receive training at least every 3 years that is regularly updated and the DCP, Designated Child Protection Governor and headteacher will receive training updated at least every two years, including training in inter-agency procedures. Updates will be given to staff every year during INSET, with updates and reminders each term as required.

The DCP and deputy DCPs will undergo training at least every two years and update their knowledge at least annually through training, meeting other safeguarding leads, or reading.

Supply staff and other visiting staff will be given the school's safeguarding procedure summary which is in the office and on the staffroom noticeboard.

All staff will be made aware of the increased risk of abuse to certain groups, including disabled and SEN children, looked-after children and young carers.

## **Safer recruitment**

The school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2016) together with the LSCB's and the school's Safer Recruitment Policy and procedures.

This year's updates to the Safer Recruitment Policy are:

- All school governors MUST have an Enhanced DBS check (without barred list, unless they are additionally involved in regulated activity).
- The school will ensure that an agency worker presenting at the school is the same person on whom the agency has provided checks and will record that this check has happened on the Single Central Register.
- The school will check that staff are not restricted from working in another EEA country by using the NCTL Teacher Services System <https://teacherservices.education.gov.uk>
- The school will undertake a prohibition check for everyone in 'teaching work' and record that this has been completed on the Single Central Record.

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK, including using the NCTL Teacher Services' System to check for information about any



teacher sanction or restriction imposed within the EEA

- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State by using the Teacher Services' System.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff code of conduct and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff behaviour policy.

All those staff involved in early years settings and/or before- or after-school care for children under eight are made aware of the disqualification and disqualification by association legislation and of their obligations to disclose relevant information to the school during their pre-employment checks.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked. The school checks that the person presenting themselves for work is the same person on whom the checks have been carried out and records this information on the Single Central Record.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

## **Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity and will therefore be required to undergo a DBS check. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2016) part three.

## **Volunteers**

Volunteers, including governors, will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

## **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

## **Visitors**

Potential visitors will be vetted to ensure that they adhere to the school's vision and values as stated on page 5 of this policy and that they promote community cohesion. It is the responsibility of the person booking the visitor to check that this is the case and to ensure that anything presented to the children will meet these standards. An outline of what will be discussed and any resources to be used will be requested in advance to enable appropriate scrutiny by the school and these will be shared with the DCPP. Visitors who do not provide this information in advance, or whose information does not, in the opinion of the school, promote the vision and values of the school, will be cancelled.





## **Contractors**

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

## **Site security**

All staff wear Olga Staff lanyard and identity badges. Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding, including Prevent, requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site, the headteacher will check that they have appropriate procedures in place, including safer recruitment procedures.

If our pupils attend off-site activities, including day and residential visits and work related activities, the person responsible for arranging the provision will check that effective child protection arrangements are in place.

## **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- avoid using names with images
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

## **e-Safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, twitter, MSN, Tumblr, snapchat and Instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour or criminal activity.

The school's **e-safety policy**, which can be found on the website and on OwnCloud, explains how we try to keep pupils safe in school and educate pupils in the safe use of technology. Our internet





security system is managed by London Grid for Learning which prevents access to unauthorized or extremist websites.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Mobile phones and personal hand-held devices must not be kept in the child's possession while in school. E-safety training is provided for children every term in assemblies.

All staff receive e-safety training and the school's e-safety coordinator is Keith Broad.

## **Staff/pupil relationships**

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff are advised not to have online contact with pupils, parents or ex-pupils who are under the age of 18 or still at school. Any such contact should be reported to the headteacher. Staff must ensure that their personal online activity does not bring the school into disrepute and are advised to make sure that their privacy settings are high.

## **Child protection procedures**

### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse and neglect are rarely stand-alone events and often overlap.

Abuse may be committed by adult men or women and by other children and young people.

### **Four categories of abuse**

#### **Physical abuse**

Physical abuse is 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 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, although it may occur alone.

### **Sexual abuse**

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

### **Neglect**

Neglect is 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.

Definitions taken from *Keeping Children Safe in Education* 2016.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in some cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying, should be reported and will be managed through our tackling-bullying procedures. Our policy is on the school website. If the bullying is particularly serious, or the tackling-bullying procedures are deemed to be ineffective, the headteacher and the DCPD will consider implementing child protection procedures.

### **Indicators of abuse**

Physical signs are indicators of some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated child protection person.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:



- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become uninterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DCPD to decide how to proceed.

**It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.**

## **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety, depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **Taking action**

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".**

**If a child is at immediate risk of harm, a referral should be made to Children's Social Care and/or the police immediately.**

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child; if necessary call 999
- report your concern as soon as possible to the DCPD, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern. All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing.



- seek support for yourself if you are distressed.

## Confidentiality

All staff, volunteers and people working in the school must understand that safeguarding raises issues about confidentiality.

- If a child confides information to an adult and asks for it to be kept secret, it is important that the adult does not promise to do so. They must explain that they will make a decision about whether someone else needs to know in order to keep the child safe.
- All staff in schools have a duty to share information with other professionals when it is concerning safeguarding.
- Staff who work or volunteer in a school and who have information about children and their families should share that information only when there is a need to know.

## If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the **child protection concern form** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DCP.

Concerns which do not meet the threshold for child protection intervention will be managed through other school/ MASH/ Children's Centre resources, using the CAF process as appropriate.

## If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have made threats about what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the child staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this



- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated child protection person. Otherwise let them know that someone will come to see them as soon as possible.

Following the conversation with the child, staff will:-

- report verbally to the DCPD even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **child protection concern form** and hand it to the designated person
- include in their notes:
  - Statements and observations not interpretations or assumptions
  - Any diagrams to show the place and size of any noticeable injuries
  - Any non-verbal behaviour or words used by the member of staff or volunteer
- seek support if they feel distressed.

## Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DCPD will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

## Parents arriving to collect a child when affected by alcohol or substance misuse

If when a parent/carer arrives at Olga to collect their child it is thought that they are suffering from the adverse effects of misuse of alcohol or other substances, a decision needs to be taken regarding whether the child's safety may be placed at risk by releasing the child to the parent/carer.

Parents/carers cannot normally be prevented from taking their own children but if it is believed that the child would be placed at serious risk then the headteacher, other DCPD or senior leader intervene to ensure the child's safety. The headteacher may try to reason with the parent/carer and, for example, may assist the parent/carer in contacting another adult who would be in a suitable position to collect and look after the child. The event will be recorded on a child protection concern form.

If this is a situation that occurs regularly, then the Headteacher or other senior leader may complete a full CAF form with the parent and possibly find support for them from local drug and alcohol services. The event will be recorded on a child protection concern form. If concern continues, referral will be made or help sought via MASH.

If a school feels the child is at risk of significant harm from the parent/carer then they should immediately telephone the Child Protection Advice Line to get advice (or the Children's Social Care Out of Hours Team or the police on 101 if after normal office hours

## Children not collected from school



Where parents/carers do not collect a child from school on time staff will make a record of this in the Late book. If the problem is continually repeated then the parents/carers should be asked to work with the school to find solutions to the problem.

If the parent/carer has contacted the school to explain reasons for lateness then the school should offer, where possible, for the child to remain for a reasonable period, to allow the parent to get there. If this is not likely the parent/carer should be asked to contact another, known, responsible adult to collect their child.

If there is no contact from the parents/carers or there is good reason to believe that the parent/carer would not be in a fit state to look after their child, staff should telephone the Child Protection Advice Line to get advice (or the Children's Social Care Out of Hours Team or the police on 101 if after normal office hours).

## **Referral to children's social care**

The DCPD will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

## **The Child Protection Advice Line – 020 7364 3444**

The Child Protection Advice Line is a service provided as part of Tower Hamlets Children's Services Multi-Agency Safeguarding Hub (MASH).

If there is a concern about the welfare of a child or young person and the Designated Person, parent or pupil would like to talk it through then they can contact the Child Protection Advice Line and speak to the Duty Officer. In the absence of the Designated Person, or her Deputies, the person in charge of the school will take on the responsibility of phoning the Duty Line. The number is on the notice board of the Headteacher and the Deputy Headteachers' offices and in the staffroom.

The Duty Officer will be able to discuss the concern, offer advice, assist in deciding whether a formal child protection referral is appropriate, and facilitate the reporting of a formal child protection referral in accordance with Tower Hamlets Local Safeguarding Children Board Procedures.

The Child Protection Advice Line operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the Advice Line and it is believed the child may be at immediate risk the Children's Social Care Out of Hours Team or the Police should be contacted without delay.

## **Child protection conferences**

If a Child Protection Conference is called following an investigation it is essential that Olga is represented by someone who has informed knowledge of the child. This would normally be one of the Designated Persons. It may be appropriate for other staff involved with the child in the School to attend but this should only be on a need-to-attend basis. The School should also provide a written report to the conference in accordance with the format provided by Children's Social Care.

Parents/carers will usually be invited to attend Child Protection Conferences and will have access to any written report. If a member of staff has information that they feel unable to share with the parents/carers, they should contact the chair of the conference prior to the meeting.

## **Monitoring Children who are the subject of a Child Protection Plan (CPP)**



If at the Child Protection Conference it is decided that a child is at risk of significant harm then the child will be made the subject of a Child Protection Plan (CPP). The School will be officially notified and given the name of the key worker, who will be a Social Worker from the Local Authority in which the child lives.

It is particularly important to monitor the attendance and well-being of pupils who are the subject of CPPs. The key worker will be notified as soon as attendance breaks down or if there are other concerns as discussed and agreed at the Child Protection Conference and specified in the Child Protection Plan. There will be close and continuous liaison with the key worker, which may include attendance at core group and other meetings.

Even when a child is the subject of a CPP and/or the case is open to an allocated social worker any new or additional concerns about the child's wellbeing must be reported to the allocated social worker or, if they cannot be contacted, to the Child Protection Advice Line.

### **Good record keeping and the transfer of information when children change schools/settings**

Good record keeping and the transfer of information when children change schools/settings have a very important role to play in safeguarding the welfare of children. When children change schools it is essential that their full records are transferred so that it can be ensured that they receive appropriate curriculum and teaching support at their new school and so that any concerns about their welfare are known about and monitoring undertaken.

When a child joins Olga and full records have been requested and not received then the Attendance & Welfare Service (AWS) will be notified. The AWS will support your efforts to obtain the records and will also in turn notify the Specialist Attendance & Welfare Advisor (AWA) for Children Missing Education. Similarly, where a pupil moves to another school/centre/setting or Local Authority area and no request for records is received then a referral should be made to the AWS for follow-up.

It is vital that full records of actions taken are kept in relation to cases where pupils change school. These records can be used for reference if any issues subsequently arise in relation to the whereabouts of the child and the steps taken by the school at the time when the child moved.

Records related to concerns about the wellbeing of a child should be sent separately from the academic records in a sealed envelope marked private and confidential to the Designated Person for Safeguarding/Child Protection at the receiving school. A full copy of these particular records should always be retained by the sending school and kept locked in a secure location in the event of a query being received at a future date.

### **Child-on-Child Abuse**

Children may be harmed by other children or young people. This is most likely to involve, but is not limited to: bullying (including cyber-bullying), gender-based violence and sexting. Abuse should never be tolerated or excused as "banter" or "part of growing up". Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. Victims of child on child abuse will be supported as appropriate by, for example, the learning mentor or other trusted member of staff.

Our Relationships Policy and PSHE Scheme outline how the school prepares the children for age appropriate relationships and physical contact.





The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DCPD as soon as possible.

## **Sexual exploitation of children**

Sexual exploitation involves an individual or group of people taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and online safety curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

Indicators of sexual exploitation include unexplained gifts or new possessions, association with other young people involved in exploitation, changes in emotional well-being, regularly missing school, older boyfriends or girlfriends. All concerns must be reported immediately to the DCPD.

## **Female Genital Mutilation and Honour Based Violence**

Honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse and should be treated and reported as such.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

### **Who is at risk of FGM?**

The communities in the UK in which girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

### **FGM indicators**





- The girl may confide that she is to have a “special procedure “ which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays.
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns.
- A mother or an older sibling has already undergone FGM

#### **Signs that FGM may have occurred**

- Prolonged absence from school with a noticeable change in behaviour on return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming
- A sudden change in dress

#### **Prevention & Reporting**

School staff can play a key role in protecting girls from FGM. Since 31 October 2015, there is a statutory duty placed on teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out. Teachers **must** personally report to the police cases where this is the case. Unless the teacher has good reason not to, they should also still report any such case to the DCP at the school and involve Children’s Social Care. Where there is considered to be a risk of FGM or for suspected cases, the school safeguarding procedures should be followed as for any other suspected abuse.

- 1) You must inform your Designated Person
- 2) A referral must be completed to children’s social care
- 3) In urgent cases, contact children’s social care or police direct.

It is essential that the young person’s parents are not spoken to before a referral is sent to children’s social care. A full risk assessment will be conducted and any decision to contact the young person’s parents will be made jointly by children’s social care and police.

It is essential that all professionals within education are aware of this risk and follow the above safeguarding procedures.

#### **Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.



## **Radicalisation and Extremism**

Protecting children from radicalisation and extremism is a safeguarding issue. The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised, of adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamist extremism is the most widely publicised form of radicalisation, but staff must also be aware of ideologies such as far right extremism and extreme animal rights. The most prevalent risks in Tower Hamlets are from far right or Islamist extremism.

Any concerns regarding the possibility of children being exposed to extremist narratives will be reported to the DCPD in the same way as any other safeguarding concerns.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). Our PHSE (personal, health and social education) and assembly plans support and promote fundamental British values and the school's vision and values. The Prevent curriculum interventions have been mapped across the age range and can be seen in Appendix A.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Where a concern about radicalisation is expressed, the DCPD will consider a range of interventions:-

- Speaking to the parent or carer, unless this is perceived to put the child at greater risk;
- Completing a CAF (common assessment framework) form;
- Discussing the concern with the child;
- Adjusting the curriculum to address the issue raised;
- Positive buddying or other positive activities in or out of school;
- Referring the child to the Learning Mentor or other adult;
- Parenting programmes;
- Consulting the Local Authority Officer for advice (details on page 2 of this policy);
- Referral to the Social Inclusion Panel or Children's Social Care;
- Contacting the police where there is concern regarding possible criminal activity or an imminent threat of harm to others.

## **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.



Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DCPD and the school should notify the local authority of the circumstances.

## **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children (Naomi Micklem) and the DCPD will have details of the child's social worker and the name and contact details of the headteacher of the Tower Hamlets Virtual School. They will work together to ensure that funding is used to meet the needs identified in the child's personal education plan.

## **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality by only discussing concerns with the designated child protection person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DCPD will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DCPD may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any



member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

## **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## **Related safeguarding portfolio policies**

- Staff code of conduct
- Physical intervention
- Behaviour
- Intimate care and changing policy
- Complaints procedure
- Anti- bullying
- Whistleblowing
- SEN
- Recruitment and selection
- Grievance and disciplinary
- E-safety