



Safeguarding and Child Protection Policy

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Policy Lead:	Leah Miller	Ownership:	Bow School Governing Body

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SECTION 1: Policy Introduction & Aims

At Bow School, we fully acknowledge our responsibilities to safeguard our students from the risk of harm that others might present to them or that they might present to themselves.

Our Safeguarding Policy maintains both Child Protection and Prevent strands and reflects the guidance contained in *Keeping Children Safe in Education (September 2019)*

Child Protection: Safeguarding children from neglect, emotional, physical and sexual abuse

Prevent: Safeguarding children from exposure to violent extremism and radicalisation

There are four key areas to our safeguarding policy:

1. Establishing a safe environment in which students can learn and develop
2. Raising awareness of Child Protection and Prevent issues and equipping students with the skills needed to keep them safe through the curriculum
3. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse or exposure to violent extremism
4. Supporting students who have been abused or radicalised in accordance with plans shared and agreed with statutory and non-statutory agencies

The purpose of Safeguarding at Bow School

- Enabling students to have optimum life chances and to enter adulthood successfully
- Ensuring students grow up with the provision of safe and effective care
- Ensuring students grow up in a safe environment and are cared for effectively
- Protecting students from mistreatment

SECTION 2: Safeguarding Duty

All Bow School staff whether they are permanent, temporary or on a supply contract have a duty to protect children. This duty also extends to those who are connected to the school as a volunteer, student or contractor delivering a service.

Safeguarding means that we must place the child's wellbeing at the centre of all work. Any failure to act in accordance with this duty or follow procedures to protect children will be investigated and may result in disciplinary action or dismissal from service and may lead to a ban on working with children. Causing harm or maltreatment to a child by a member of staff is an abuse of trust and professional position.

i. Specific Safeguarding Responsibilities

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|---|--|
| <ul style="list-style-type: none"> ▪ Leah Miller | <p>Designated Safeguarding Lead, Senior Member of staff for Child Protection & Prevent Lead</p> |
| <ul style="list-style-type: none"> ▪ Arlette Matumona | <p>Deputy Safeguarding Lead, SENCO & Medical Needs Lead</p> |
| <ul style="list-style-type: none"> ▪ Patricia Mulholland | <p>Child Protection Officer</p> |
| <ul style="list-style-type: none"> ▪ Theresa Lyne | <p>Early Help Officer</p> |
| <ul style="list-style-type: none"> ▪ Larisa Albu | <p>Designated Teacher for Looked After Children</p> |
| <ul style="list-style-type: none"> ▪ Jim Morris | <p>Senior member of staff for Trips and Visits</p> |
| <ul style="list-style-type: none"> ▪ Cheryl Robertson | <p>Vetting of visitors and staff</p> |
| <ul style="list-style-type: none"> ▪ Sam Cook | <p>Lettings & Data Protection</p> |
| <ul style="list-style-type: none"> ▪ Selda Bicer | <p>Designated Safeguarding Governor</p> |
| <ul style="list-style-type: none"> ▪ Dr Phillip Bennett-Richards | <p>Named Governor for Prevent</p> |

SECTION 3: Key Areas of Safeguarding

Section 47 of the Children Act 1989 places a duty on local authorities to make enquiries if there is “reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm.”

We recognise that because of the day-to-day contact with children, Bow School staff are well placed to observe the outward signs of abuse.

i. **Establishing a safe environment in which children can learn and develop.**

- Ensure safe recruitment practices are always followed.
- Ensure that all persons who enter the Bow School site are invited and registered at reception. Where appropriate they should be accompanied by staff throughout their visit.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or anxious.
- Develop a school ethos that promotes a positive, supportive and secure environment and gives students a sense of being valued.
- Maintain a school behaviour policy that supports vulnerable students in the school.
- Follow Bow School procedures where an allegation is made against a member of staff or volunteer (see p.11 and the Bow School Behaviour for Learning Policy)

ii. **Raising awareness of Child Protection and Prevent issues and equipping children with the skills needed to keep them safe through the curriculum**

- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Increase the resilience of students and of school communities through helping students acquire skills and knowledge to challenge abusive and extremist views
- Embedding an ethos and values that embrace diversity and celebrate difference
- Understand how to prevent harm to students by individuals, groups or others who promote violence and extremism, and manage risks within the school.
- Use teaching styles and curriculum opportunities that allow grievances to be aired and explored. Demonstrating the values of ‘freedom of speech’ and ‘freedom from harm’ through conflict resolution and active citizenship.

iii. **Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse or exposure to violent extremism**

- Ensure we have a designated senior person and a nominated governor responsible for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection
- Ensure all staff and volunteers understand their responsibility to be alert to the signs of abuse and for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on Bow School staff for safeguarding by setting out our obligations in the school prospectus.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in secure locations.

iv. Supporting students who have been abused or radicalised in accordance with plans shared and agreed with statutory and non-statutory agencies

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Notify social services if there is an unexplained absence of a student who is on the child protection register.
- Share safeguarding concern with the Team Around the Child, in accordance with Information Governance protocols, in order to implement plans that protect a young person and promote improvements to their well-being.
- If a student is subject to a Child protection Plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the receiving school.

SECTION 4: Safeguarding in Practice

i. Indicators of harm

Many victims of abuse will in some way act out their distress. Common adolescent behaviour following abuse is self-mutilation, drug abuse, alcohol abuse and prostitution. Attempts at suicide are often the result of self-loathing and the inability to betray the abuser, who may be quite close to them.

Children have been known to cut or burn themselves, have themselves tattooed and to make themselves ill. They may seek the attention they need by committing offences or by running away from home or absconding after getting themselves placed in care. Abuse should always be considered as a possible explanation.

A child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to and to have their allegations treated seriously. Children can invent allegations but research suggests that such fabricated allegations are rare and that children are, in fact, more likely to claim they are not being assaulted when they are than vice versa. Always report any allegation. Do not question the child or involve any potential abuser. You cannot treat a disclosure as confidential information. You cannot decide whether the allegation is false.

ii. Types of Abuse

Child abuse is divided into emotional abuse, neglect, physical injury and sexual abuse. These categories are not mutually exclusive; all abuse involves some emotional damage.

Emotional Abuse

Behaviours which are emotionally abusive include the following: inducing fear, terrorizing, creating insecurity, tormenting, humiliating, denigrating, corrupting, scapegoating; inappropriate roles/responsibilities, isolating/ rejecting and ignoring. This category would also include Forced Marriage.

Neglect

Neglect may be the consequence of lack of concern and/or poverty. Children who receive an inadequate diet, lack clean hygienic conditions and have severe infestations are examples of physical neglect. Children who are allowed to live in dangerous conditions or who are left to harm themselves must also be considered as neglected.

Physical Abuse

Physical abuse covers a wide range of behaviours from physical beatings (domestic abuse) to Honour-Based violence, such as Female Genital Mutilation (FGM). Behaviour that may indicate physical abuse includes: delay in seeking medical attention, inadequate or no explanation of injuries, changing explanation of injuries, recurrent injuries, insufficient parental concern or multiple injuries occurring at different dates. In the case of FGM a further sign may be a drop in attendance, or withdrawal from school with no explanation.

As well as looking for early warning signs in relation to FGM, all staff at Bow School are aware of their duty from October 2015, to report to the police, any act of FGM carried out on a girl under 18, which is disclosed to them. In the first instance this will be done by following school policy to report any disclosure to the Designated Child Protection Lead, who will work with staff to ensure that the disclosure is reported to the Police and Children's Social Care. If a member of staff believes that they cannot involve the Designated Child Protection Lead, they can report the disclosure to the Deputy Head teacher responsible for Safeguarding, or they must report to the Police directly.

Sexual Abuse

Sexual abuse can affect a child in many ways the indicators may be: poor learning and concentration; heightened sexual behaviour and arousal; truanting and self-neglecting; depression and anxiety, psychosomatic illnesses; physical risk-taking; poor social skills; moments of lacking control; avoidance of men or women (depending on gender of abuser) sexually precocious behaviour and prostitution; solvent/alcohol/drug abuse; anorexia and bulimia; self-harming and suicide attempts; changes in school performance; isolation from peers; sexual abuse of other children.

iii. Child Sexual Exploitation

Bow staff are made aware of the most up to date guidance in relation to the identification and reporting of concerns in relation to Child Sexual Exploitation. 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 (a) in exchange for something the victim needs or wants, and/or (b) 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.

iv. Exposure to Extremism and Radicalisation

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. It is likely to involve identification with a charismatic individual and/or attraction to a group that can offer identity, social network and support. Staff are aware of "the need to prevent young people from being drawn into

terrorism” and follow the procedures outlined in Appendix 1 in regard to all concerns around radicalization.

v. Children Missing from Education

All Bow School staff are aware that a child missing from education may be a potential indicator of abuse or neglect. Our Attendance Policy sets out the procedures for all staff in raising awareness of absence from school. Our attendance staff work with the Local Authority Attendance and Welfare Service to ensure that all procedures and duties for the reporting of children missing education are in place and that no child is removed from our school register without having complied with our duty as outlined in *Keeping Children Safe in Education (September 2019)*. All students absent from school for a period of greater than 10 days, without permission, are reported to the Local Authority.

vi. Peer on Peer Abuse

This recognizes that some forms of abuse involve children abusing other children. Staff are trained to recognise the signs of this type of abuse and to ensure they are vigilant in identifying and reporting it, where it occurs. This type of abuse includes bullying (including cyber-bullying), gender based violence/sexual assaults, sexting and ‘upskirting’.

- **Sexual Violence and Harassment Between Children**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

- **Upskirting**

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

In addition to identifying peer on peer abuse and reporting it appropriately, all staff contribute to the education of children in enabling them to report this and other types of abuse through the PSHE, Pastoral and Drop Day programmes of the school, as well as through opportunities in the wider curriculum. This guidance is explicitly referenced in Part 5 of *Keeping Children Safe in Education (September 2019)*.

vii. Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Bow School also work very closely with the child to ensure wellbeing support is in place throughout this time should you want further support.

viii. Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Bow School monitors Attendance, Punctuality and other key indicators very closely to identify early signs of Child Criminal Exploitation. Should concerns be identified then the necessary referrals to MASH and police will be made, along with working closely with the family and child to ensure safety and access to education is the priority until other interventions are in place.

ix. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Bow School will endeavor to support the family by having discussions with the Local Housing Authority as part of our Early Help offer. A referral into children's social care may also be necessary where a child has been harmed or is at risk of harm.

SECTION 5: Children with specific designation

i. Looked after children and previously looked after children

The most common reason for children becoming looked after³⁰ is as a result of abuse and/or neglect. Bow School staff and governors have the skills, knowledge and understanding to keep looked after children safe. This is further outlined in the Bow School Looked After Children Policy (2018)

Bow Schools Designated Teacher for Looked after Children is: Larisa Albu

II. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

This is further outlined in the Supporting Students with Special Educational Needs Policy (2018)

Bow Schools SENCo is: Arlette Matumona

Bow Schools Deputy SENCo is: Charlotte Powell

III. Private fostering - LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. This is further outlined in the Bow School Attendance and Punctuality Policy (2018). Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. A link to comprehensive guidance on private fostering can be found in **KCSIE (2019) Annex A**.

SECTION 6: The Bow School Safeguarding Committee

This is a committee of Bow School staff that meets once per half-term, led by the Designated Safeguarding Lead. The committee meets to regularly update data and information relating to vulnerable groups of students within school and to ensure that procedures and processes followed by colleagues are in line with all policies relating to the safety and welfare of children. This committee, along with the Bow School student highlighting panels, ensures that staff work using a multi-agency approach to ensure that all young people are safe from harm.

The membership of this group also includes the Designated Governor for Child Protection and all school staff with specific responsibilities relating to an area of child protection, safeguarding, or working with vulnerable children.

Minutes of these meetings are kept and distributed and each term the data and statistics kept on vulnerable groups is updated in the Bow School Safeguarding Committee Document.

SECTION 7: Dealing with Disclosures

i. Dealing with a Disclosure

If a student discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without showing shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises which it might not be possible to keep.
- Do not promise confidentiality – it might be necessary to refer to Multi-Agency Service Hub (MASH) of Early Help Hub (EHH)
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Ask open questions rather than leading questions.
- Not criticise an alleged perpetrator.
- Explain what has to be done next and who has to be told.

ii. Record Keeping

When a student has made a disclosure the member of staff should:

- Make brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record *statements* and *observations*, rather than interpretations or assumptions.
- Complete an entry on the MyConcern safeguarding recording system.
- The Designated Child Protection Lead to keep a central log of all children about whom concerns have been raised via MyConcern, those on Child Protection and Child in Need Plans

SECTION 8: Training

i. Staff Support and Training

Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff should, therefore, consider seeking support for him/herself and discuss this with one of the nominated persons.

Training	Who	How Often
Designated Safeguarding Leads level (Level 3)	Designated Safeguarding Lead Designated Lead for Child Protection Senior member of staff responsible for Child Protection SENDCO Designated Teacher for Looked After Children Staff working as part of the safeguarding team and triaging the MyConcern system	Every 2 years
Early Help Assessment (EHA) Training	Safeguarding Leads Pastoral Leaders (YLM / YLA) Support Staff leading on Early Help Assessment	Every 3 years
CP Safeguarding Training MyConcern User Training	All Staff	Training on Induction and then every two years Annual updates
Workshop to Raise Awareness of Prevent	All Staff	Annual

ii. Induction of new staff

When new staff arrive at Bow School they undergo a process of Induction. This includes an introduction to the Bow School Safeguarding policy and the specific Safeguarding procedures for Child Protection and Prevent. Staff also receive training on using MyConcern, the safeguarding recording system used by Bow School. Staff will be supported in their understanding of Child Protection and Prevent issues, through their induction, NQT and probationary periods of employment.

As new staff usually begin working at the start of a term, there will be Child Protection training, MyConcern User Training and Prevent Awareness training at the beginning of each term.

All documentation relating to Safeguarding and Child Protection, including school policies, DfE Guidance, for example, the latest version of *Keeping Children Safe in Education (2019)*, and other documents and links will be maintained on the MyConcern recording system as well as the Bow School website.

All staff will receive and sign a document (see Appendix 2) to show that they have read the school policy and that they have been given a copy of Part One of the most up-to-date version of *Keeping Children Safe in Education (2019)*, and any relevant appendices. This will happen as part of induction to the school and then annually each September.

SECTION 9: Allegations Involving School Staff

i. Allegations Involving School Staff

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Head teacher. If the allegations are about the Head teacher, the Chair of Governors must be contacted.

Staff may seek advice from the Designated Safeguarding Lead prior to making a report. Staff may also ask the Designated Safeguarding Lead to report the allegation on their behalf.

Any member of staff who has reason to suspect that a student may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Head teacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. The Head teacher will not investigate the allegation, or take written or detailed statements, but immediately refer the matter to the Local Authority Designated Officer (LADO).

The full school policy on Managing Allegations Against a Member of Staff contains all contact details and is available in the policy section of MyConcern and on the Bow School website.

ii. Reducing the Risk of False Allegations

Students may occasionally make false allegations. It is important to reduce this risk by adopting safer working practices.

- Do not work in isolated conditions alone with a child.
- Do not give your personal phone number, or personal e-mail address, to a child.
- Do not discuss your personal life with students.
- Be aware of inappropriate physical contact.
- Do not give an unaccompanied lift to a child.
- Tell a manager if you feel that a student is acting inappropriately towards yourself or another professional.
- Report any information disclosed to you within 24 hours. If you fail to report and the child is harmed you can be held liable and prosecuted.

SECTION 10: Visitors and the use of school premises and facilities

All staff and visitors must ensure they adhere to the following practises to support safeguarding and site fire regulation procedures. Where an adult does into have an ID badge or visitors label visible then it is the responsibility of any member of staff to actively engage with the adult regarding this matter.

- Access to the school site is restricted to staff with Access Cards
- All staff are required to have their ID badges visible at all times and sign in/out each time they are on the school site
- All visitors are required to sign in and out of the main reception area, always wear their visitor badges and be given a Bow School safeguarding information leaflet
- Visitors must always be accompanied by a member of staff where they may have unsupervised access to children
- School facilities are not normally used by external parties during school hours when children are likely be present, where there is a request for such use, a risk assessment will be carried out before a decision is made and appropriate safeguarding measures will be put in place.

SECTION 11: Safer Recruitment

- Bow School ensures that all Safer Recruitment checks are carried out in line with DFE guidance - Keeping Children Safe in Education. The vetting process helps the school to deter, reject or identify people who might abuse children, or who are otherwise unsuited to work with them
- The school carries out the relevant pre-employment checks for staff in regulated activities and these checks will include: *proof of identification; proof of address; enhanced DBS check; Children's Barred List check; appropriate references; Teacher Prohibition checks; right to work in the UK; fitness for work; qualifications; a check on their employment history; and any necessary overseas checks.*
- At least one member of the shortlisting/interviewing panel and all administrative staff dealing with the recruitment of staff have had relevant safer recruitment training
- For staff that are not directly employed by Bow School, the school ensures that the relevant agency or company have carried out the appropriate checks and obtain the relevant confirmation. The school continually monitors and audits the checks carried out by external agencies and contractors
- Bow School maintains a Single Central Record of all staff and the relevant checks that have been carried out. This register is checked once a term by the Chair of Governors and Designated Safeguarding Lead.
- Enhanced DBS checks are carried out for all staff in regulated activities every three years

SECTION 12: Internet Security

- Bow School enforces, an Acceptable Use Policy and ensures web connected computers are in public areas, and all browsing history is monitored.
- Bow School uses London Grid for Learning (LGfL) layered filtering to ensure that access to extremist or abusive websites is restricted.
- Bow School uses South West Grid for Learning (SWGfL) to monitor all mentions of the school on the internet
- Bow School uses Impero to provide teachers with classroom control over the internet use and ICT and to monitor watch words on the internet
- Staff and students should alert a member of the safeguarding team if they find or receive something they are concerned about online

SECTION 13: Important contact numbers

Early Help Hub	020 7364 5006 EarlyHelp@towerhamlets.gov.uk
Tower Hamlet's MASH team (formerly Child Protection Advice Line)	020 7364 3444 / 5601 / 5606 MASH@towerhamlets.gov.uk
Children's Social Care Out of Hours Team (5.00pm onwards)	020 7364 5006 choose option 3
Police Child Abuse Investigation Team (CAIT)	020 8217 6484 (or use 999 if not available)

SECTION 14: Links to other policies / Useful websites

- Department of Education: Keeping Children Safe in Education September 2019
- Behaviour policy (October 2018)
- Attendance and Punctuality policy (June 2018)
- Supporting Students at School with Medical Needs Policy (May 2018)
- Special Educational Needs and Disabilities Policy (May 2018)
- Equalities Policy (February 2017)
- Data Protection Policy (November 2018)
- Asthma Education & Awareness Policy (July 2018)
- Lockdown Procedures (July 2018)

GLOSSARY

AWA	Attendance and Welfare Advisor	LADO	Local Authority Designated Officer
AFSO	Attendance and Family Support Officer	PA	Persistent Absence
CAF	Common Assessment Framework	PLAC	Previously Looked After Child
CIN	Child in Need	SIP	Social Inclusion Panel
CME	Children Missing in Education	SENCO	Special Educational Needs Co-ordinator
CP	Child Protection	SWGfL	South West Grid for Learning
DSL	Designated Safeguarding Lead	TAC	Team Around the Child Meeting
EHCP	Education, Health and Care Plan	TAF	Team Around the Family Meeting
EHA	Early Help Assessment	YLA	Year Learning Assistant
IHP	Individual Healthcare Plan	YLM	Year Learning Manager
KCSiE	Keeping Child Safe in Education		
LAC	Looked After Child		
LGFL	London Grid for Learning		

APPENDIX 1: Safeguarding and Child Protection Reporting Procedure

A member of staff only requires reasonable cause for concern regarding potential child abuse in order to act. Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the source of information. If the information comes from the student then the teacher should act immediately by taking them to find **Patricia Mulholland**, Child Protection Officer, or a member of the child protection team: -

- **Leah Miller** (Designated Safeguarding Lead, Senior Leader for Child Protection)
- **Arlette Matumona** (SENCo, Designated Teacher for Looked After Children)
- **Theresa Lyne** (Early Intervention and Admissions Manager)
- **Larisa Albu** (Designated Teacher for Looked After Children)

One sentence from the student indicating child abuse or non-accidental injury provides you with 'reasonable grounds' and is sufficient for you to act.

This may also apply if clear information comes from a sibling or other adult, however, considering that many of the signs of child abuse are also commonly associated with other medical, social or psychological problems or simply normal student development, a teacher may naturally discuss some initial concerns about a student's mental or physical well-being with other staff or parents. However, in many cases the parents/guardians may be the abusers and explanations or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect Child abuse or non-accidental injury. Once there are reasonable grounds to suspect Child abuse or non-accidental injury, teachers must not contact the parents any further.

When there are reasonable grounds to suspect Child abuse or non-accidental injury then the following procedure must be implemented immediately:

Submit a written report on MyConcern immediately. In doing so, the colleague reporting the disclosure also agrees to the Terms of Use statement as detailed on page 16. All staff must be aware that the original written report submitted on MyConcern is un-editable and is therefore submittable in its original form in court. It is therefore the responsibility of the reporting persons that any report submitted is factual, using objective language and stating accurate accounts if third party.

When a student has reported what amounts to suspected Child abuse or non-accidental injury, then they should be taken to the Child Protection Officer or Designated Safeguarding Lead even before the written report is made.

Staff **must**:

- Remember that the priority is to protect the student.
- Treat the matter seriously.
- Receive the student's story if appropriate, listen but do not judge.
- React to what the student tells you with belief and tell the student that they have done the right thing in telling you.
- Indicate to the student what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know.
- Keep an accurate record of the disclosure and what actions you have taken.
- Limit any questioning - bearing in mind the '**must not**' points below.

Staff **must not**:

- Contact the parents again – this is the job of Children Schools and Families Directorate.
- Interrogate the student if that student has disclosed information, or ask leading questions.
- Speak to anyone about whom allegations are made (including colleagues).
- Promise to keep secrets/confidentiality.
- Ask a student outright if they or others have suffered abuse.

The teacher may now withdraw from the immediate process but should remain vigilant.

2. The Child Protection team member must now seek advice. If the time is within normal office working hours the Child Protection team member must contact the Child Protection Advice Line, a service provided as part of the Integrated Pathways and Support Team. If the time is outside normal office working hours then the Child Protection team member must contact the Children's Social Care Out of Hours Team.
3. If it is necessary for the student to be taken to hospital, then the student should be handed over to the direct care of medical staff informing them that non-accidental injury is suspected. A member of staff must stay with the student (whether the student has been taken to hospital or not) until the social worker arrives as in Stage 5.
4. A social worker will arrive either at the School or the Hospital as is appropriate. If a parent arrives to collect the student before the social worker has arrived then the member of staff must remember that he/she has no right to prevent contact between the parents/guardians and the student or to prevent the removal of the student by the parents/guardians. However, if there are clear signs of physical risk or threat, the Police should be immediately contacted and fully informed.
5. The social worker(s) will decide on what action to take and it is the Children Schools and Families Directorate who must contact the parents/guardians. The Child Protection team member should then update MyConcern which will in turn inform the member of staff who first reported the concern as to what action has been taken.
Once a strategy for procuring support has been agreed all parties should be kept well informed of developments as appropriate. The following procedures need not necessarily imply that further action is inevitable. It is important, however, in cases of serious concern that there is communication between schools, and the Children Schools and Families Directorate.

Once the teacher has referred the student into the system they should withdraw from the process. It is not appropriate to talk to the student or to offer further support. However, when a student has trusted a teacher enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation, the student should be told that to comment or advise is inappropriate as to do so may affect their security and safety both in the short and long term. Any 'discussion' could be misused in court by defence lawyers as evidence against the teacher and the student.

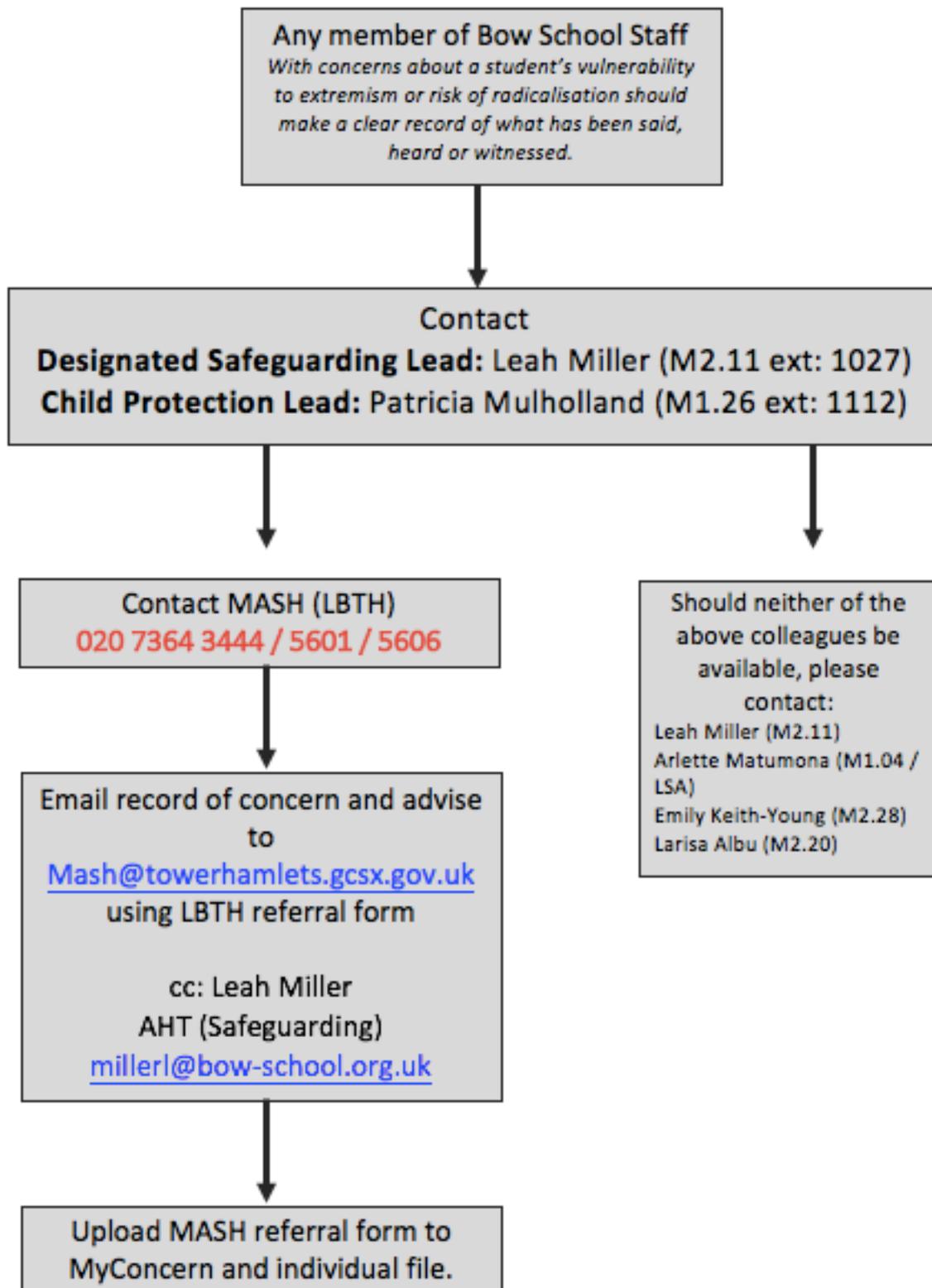
I have read the Bow School Reporting Procedure for reporting instances of Safeguarding Concern and Child Protection and fully understand my role in protecting and safeguarding children.

I have been given an electronic copy of the School's Child Protection Policy, last updated in September 2019.

Signed: _____ (member of staff)

[Insert month] 2019

APPENDIX 2: Safeguarding Procedure Flow Diagram

Bow School Safeguarding Procedure

APPENDIX 3: Reporting Suspected Radicalisation or Extremist Beliefs

As for all Child Protection issues, concerns about students who may be in the process of being radicalised, or who are being subject to extremist narratives, must be made to the Designated Child Protection Lead. The concern will then be dealt with by the Designated Child Protection Lead, or member of the Child Protection team within school. The reporting procedure for all safeguarding concerns is the same and staff will use the MyConcern system to record concerns.

If concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, the school will react in the following way:

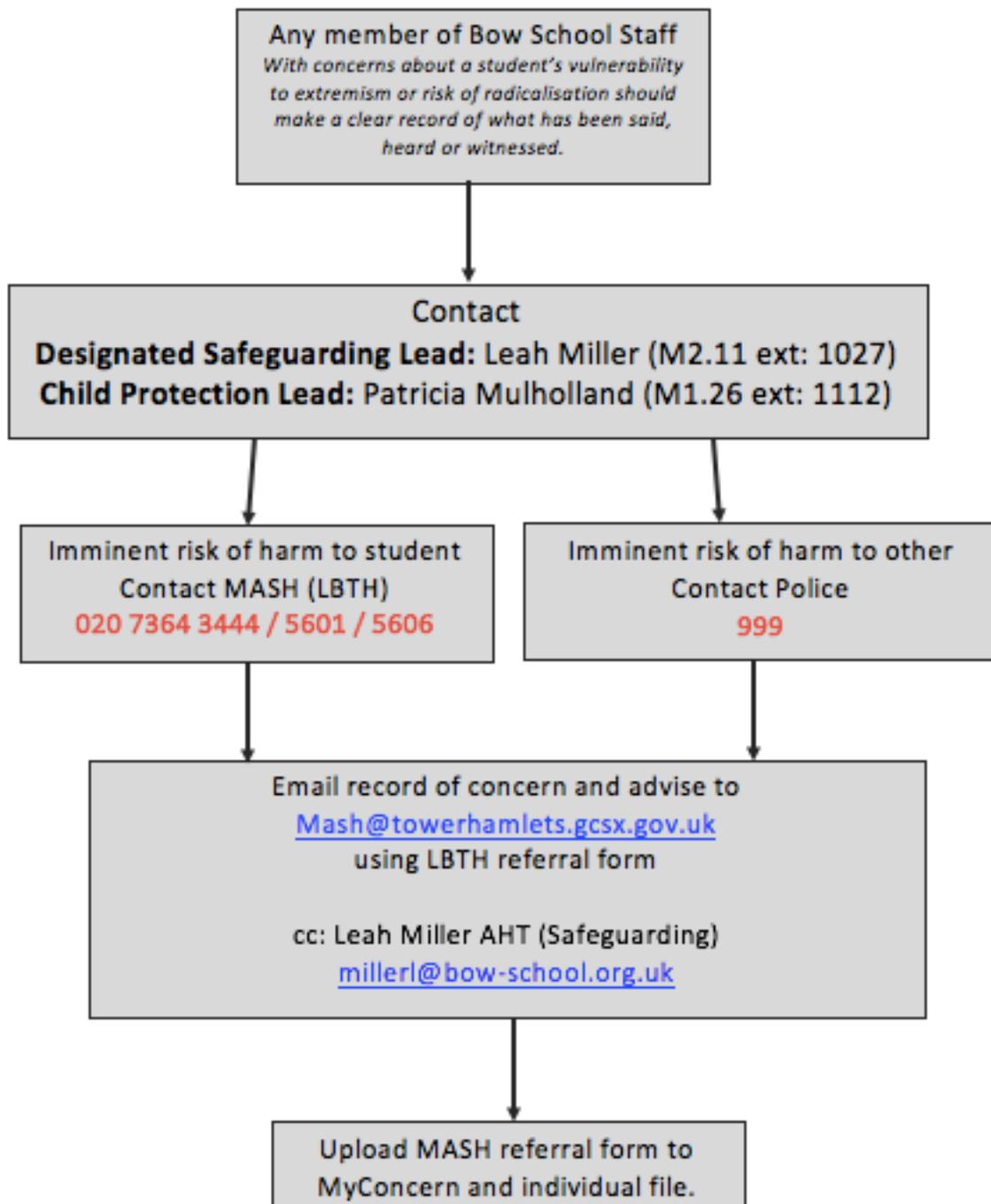
1. Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Early Help Hub).
2. Seek consent to complete an Early Help Assessment (EHA) and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a diversionary programme of support.
4. If the concerns persist and the EHA approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the MASH team.

If at any stage there is concern that a child is at imminent risk of harm the Designated Child Protection Lead will contact the MASH team immediately on 020 7364 3444.

If we suspect that someone is actually engaged in terrorist activity, we will also contact the police or the anti-terrorist hotline immediately on 0800 789 321

APPENDIX 4: Reporting Suspected Radicalisation or Extremist Beliefs Flow Diagram

Bow School PREVENT Procedure



APPENDIX 5:**MyConcern Terms of Use Policy Statement**

Bow School has adopted a software package called MyConcern, which offers a reporting and management system for all safeguarding and child protection concerns. All safeguarding and child protection issues are to be reported on MyConcern. This platform also allows schools to share information and work more effectively with other agencies.

The Bow School safeguarding policy update recognises:

- All staff have been trained in how to successfully use MyConcern as a Safeguarding tool;
- DSL's in charge of Safeguarding oversee the daily management of the system and triaging each safeguarding concern raised - escalating as required;
- Clear audit trails can be examined to ensure good practice;
- All safeguarding concerns raised are triaged to the appropriate team, and where necessary, are discussed at the weekly Child Protection Panel.

This Terms of Use Policy Statement works in conjunction with other relevant policies all which safeguard the interests and welfare of children and young people. These policies are available on the school website. It remains the responsibility of all Bow School staff and visitors to report any concerns they may have about a student in regard to child protection and safeguarding.

Any questions regarding the use of MyConcern should be directed to **Leah Miller** (Designated Safeguarding Lead) or another member of the Child Protection team (as indicated on staff badges).

Terms of Use agreement – System Security

These terms apply to all Users of MyConcern ("the System"); they also apply to all Users who are not members of School staff (e.g. an employee of a local authority or other trusted partner invited into the System by a Senior User at the School).

By becoming a User of MyConcern, I understand that:

- I am only authorised to access the System for managing safeguarding and other pupil welfare issues within the School for which the system has been provided;
- When I set my password for the System I must not re-use a password that I currently use, or have previously used for other systems;
- I am responsible at all times for the security of my System password; I must not disclose it to any other person or allow any other person to use it;
- If I make a record of my password I must keep it secure; I must not store my password with my user name or the name of the System or the School.
- If my password is lost, stolen or otherwise compromised I must change my password immediately; I must also notify a Senior User of the System within the School.
- When using the system, I must do so in accordance with my School's Information Security Policy and the Data Protection Act 1998.
- I must refer all non-User requests for information from the System (whether from a parent, pupil or any other person) to a Senior User within the School, irrespective of whether the request is for personal information or for de-personalised data;
- When using the System, whether in the School or otherwise, I must ensure that no-one else can see my login details or any of the information recorded on the System;
- When I have finished using the System or when the computer or other device that I am using to access the System will be unattended by me I must log off so that no-one else can gain unauthorised access the System;
- If I suspect that any person has gained unauthorised access to the System I must immediately notify a Senior User of the System within the School. If a Senior User cannot be contacted I must immediately notify One Team Logic on 0330 660 0767.

PRINT NAME: _____

SIGNED: _____

POSITION: _____

DATE: _____

APPENDIX 6: Keeping Children Safe in Education (September 2019) Part One

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf