

St. Matthias

Safeguarding and Child Protection Policy

Agreed by the Governing Board: October 2019

Next review: October 2020

Scope of Policy: This policy applies to all staff, pupils and volunteers at St Matthias Primary School

Contents	Page
1. Safeguarding team	3
2. Introduction	3
3. Definitions	4
4. Other relevant policies	4
5. School commitment and aims	5
6. Ethos and environment	5
7. The Curriculum	6
8. Attendance and exclusions	6
This next section deals with staffing and issues associated with staff	
9. Roles and responsibilities (The headteacher, the Governing Body and The Designated Safeguarding leads)	7
10. Keeping records	10
11. Confidentiality and information sharing	10
12. Safer recruitment and selection of staff	11
13. Training for staff and volunteers	11
14. Managing allegations and concerns against staff and volunteers	12
15. Complaints or concerns made by pupils, staff or volunteers	12
16. Whistleblowing	12
This next section deals with children and their families, how different issues and stages are responded to	
17. Children missing in education	13
18. Early Help	13
19. Recording and reporting concerns including for statutory assessment	15
20. Follow up to a statutory assessment	16
21. Informing parents and carers	16
22. Child protection conferences and core group meetings	17
Issues associated with Health and Safety	
23. Physical intervention / Positive handling: Use of reasonable force	17
24. On line safety	18
25. Use of mobile phones	18
26. Use of cameras: photography and images	19
Specific safeguarding issues	
27. Contextual safeguarding	19
28. Children with special educational needs and disabilities	19
29. Looked after children and previously looked after children	20
30. Domestic abuse	20
31. Homelessness	21
32. Child sexual exploitation and child criminal exploitation	21
33. Honor based violence	22
34. Forced marriage	22
35. Female Genital Mutilation	22
36. Peer on peer abuse	23
37. Child on child sexual violence and sexual harassment	24
38. Racist incidents	24
39. Radicalisation or extremism	24
Appendix 1: Definitions, signs and symptoms of abuse	26
Appendix 2: Eight Golden Rules for Information Sharing	32
Appendix 3: Guidance produced by the UK Council for Child Internet Safety: Sexting – how to respond to an incident	33
Appendix 4: Referral route for safeguarding concerns	34
Appendix 5: Referral route for safeguarding concerns related to radicalisation and extremism	35

1. Safeguarding team (including implementing the Prevent strategy)

Strategic Safeguarding Lead:	Rosie Chester - Assistant Headteacher
Designated Safeguarding Lead:	Rosie Chester - Assistant Headteacher
Deputy Designated Safeguarding Leads:	Keeley Warren - Headteacher (deputy DSL) Dolores Forcadell - Learning Mentor (assistant DSL)
Designated Safeguarding Governor:	Zaki Moosa
On Line safety Governor:	Zaki Moosa
Designated teacher for Looked After Children:	Rosie Chester

To protect the children at St. Matthias, this team meet fortnightly on Wednesday mornings. The frequency of meetings is to ensure that progress is being made for every child, and that prompt action is being taken when required.

If you have a safeguarding concern about a child, you must speak to any of the Designated Safeguarding leads and follow the expectations and procedures set in this Child Protection Policy.

2. Introduction

At St. Matthias our vision is 'Learning to live life in all its fullness.' Supporting and protecting every child entrusted into our care is one very important way we do this.

Action taken to promote the welfare of children and protect them from harm is everyone's responsibility. **'Everyone** who comes into contact with children and families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.' *Keeping Children safe in Education, September 2018.*

St. Matthias is a vibrant school that serves a diverse population including all religions, faiths, cultures, family models and backgrounds. Staff working in our school cannot make assumptions based on their own experience of life to date. They must maintain an open mind whilst being vigilant to what is in the best interests of the child and they must maintain an attitude of **'it could happen here'** where safeguarding is concerned.

At St. Matthias we recognise that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy has been developed to ensure that all adults in St Matthias School are working together to safeguard and promote the welfare of pupils. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all St Matthias Primary School pupils and staff. It identifies actions that should be taken to address any concerns about pupil welfare. This policy is necessarily very detailed. Summary information is also included in the staff handbook for ease of reference.

The Headteacher or, in their absence, the member of staff deputising for them, has the ultimate responsibility for safeguarding and promoting the welfare of pupils.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of St Matthias Primary School.

Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils. This policy has been drawn up in accordance with guidance set out in:

- Keeping children safe in education, 2015
- Keeping children safe in education, May 2016
- Keeping children safe in education, September 2018
- The London Child Protection Procedures, London Safeguarding Children Board 5th Edition 2015
- 'What to do if you're worried a child is being abused' 2015
- Safeguarding disabled children practice guidance, July 2009

3. Definitions

Safeguarding and promoting the welfare of children is:

- Protecting children from maltreatment;
- Preventing impairment of children's 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.

Abuse is when a child is hurt or harmed by another person in a way that causes significant harm to that child and which may well have an effect on the child's development or wellbeing.

Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development.

4. Other relevant policies and procedures

The Governing Body's responsibility for safeguarding the welfare of children goes beyond pure child protection. This policy therefore complements and supports a range of other policies, procedures and curriculum initiatives including:

Acceptable Use and Internet Safety
Managing allegations against staff
Anti-bullying
Attendance
Behaviour
Code of Conduct
Complaints procedure
Confidentiality
Equal Opportunities
First Aid and the Administration of Medicines
Health and Safety
Offsite Trips and Visits
PSHCE: Personnel, Social, Health and Citizenship Education
Physical Intervention
Safer Recruitment
Sex & Relationships Education
Single Central Record
Special Educational Needs
Whistle Blowing

5. School commitment and aims

At St Matthias Primary School, we are committed to ensuring that appropriate procedures are in place for responding to situations in which we believe that a child has been harmed/abused or is at risk of harm/abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, causing harm/abuse. This includes:

- Maintaining children’s welfare as a paramount concern – at all times we consider what is in the child’s best interests;
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- Providing suitable support and guidance so that pupils know how to approach adults if they are experiencing difficulties or are worried;
- Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- Raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensuring all staff are able to recognise, and are alert to, signs of abuse;
- Ensuring all staff know they must report any concerns or suspicions to the Designated Safeguarding Leads, listed at the front of this policy;
- Ensuring there is an effective structured procedure in place to be followed by all members of the school community in cases of suspected abuse;
- Providing a systematic means of monitoring children who have been identified as “in need” or at risk of harm;
- Keeping confidential records which are stored securely and shared appropriately with other professionals;
- Ensuring procedures are in place for dealing with allegations of abuse against members of staff and volunteers;
- Establishing effective joint working relationships with all other agencies involved in safeguarding children and ensuring that the school contributes effectively to external assessments of need and support plans;
- Operating safer recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils (see Safer Recruitment Policy);
- Ensuring that all adults have been checked as to their suitability;
- Working with parents to build an understanding of the school’s duty to safeguard and promote the welfare of all children, including the necessity for child protection policy and procedure, information sharing and work in partnership with other agencies.

6. Ethos and environment

At St Matthias we have a clear set of values that describe the virtues that we hope all children and adults involved in the school community will observe. These include friendship, togetherness, and compassion. In implementing these we strive to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of pupils and staff.

The London Borough of Tower Hamlets Family Wellbeing Model, Education Health and Care Plans (EHC) and the Early Help Assessment (EHA) are embedded into everyday practice and procedures when responding to pupils’ needs.

Pupils have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

7. The Curriculum

All pupils have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Pupils are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

PSHCE, Relationships Education and Religious Education lessons provide opportunities for pupils to address a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

Our computing curriculum ensures that issues associated with on line safety are revisited and extended regularly throughout the school year for all year groups.

All pupils know that there are adults in the school whom they can approach in confidence if they are experiencing difficulties or feeling worried and that their concerns will be taken seriously and treated with respect. Children have the opportunity to use a 'worry box' outside the learning mentor's office. Pastoral information is reported by all adults in school and discussed and where appropriate acted on by the Safeguarding team.

8. Attendance and Exclusions

In accordance with the St Matthias Primary School Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of pupils in its care.

The Attendance Policy identifies how individual cases are managed and how the school works proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a review of the pupil's Education Health and Care Plan (EHC), Early Help Assessment (EHA) or a Parenting Contract.

St Matthias Primary School implements the statutory requirements in terms of monitoring and reporting pupils missing in education and off-rolling and understands how important this practice is in relation to safeguarding pupils.

Young people who require access to alternative provision will have a personalised learning or behaviour support plan designed to meet their needs. Their attendance and progress will continue to be monitored by St Matthias Primary School.

The Safeguarding Lead will be informed when an exclusion is being considered and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be excluded a review of the pupil's Education Health and Care Plan (EHC) or Pastoral Support Plan (PSP) will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

This next section deals with staffing and issues associated with staff:

9. Roles and Responsibilities

All adults working with children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. The names of those carrying these responsibilities for the current year are listed at the start of this document.

The School is responsible for ensuring that all action taken is in line with the Local Safeguarding Children Board and London Child Protection Procedures 5th Edition. The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, are suffering, or who are at risk of suffering, significant harm. The school may also have a role in the provision of services to children in need and their families.

The role of the school in situations where there are child protection concerns is not to investigate but to recognise and refer.

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers.
- The procedures laid down by the London Child Protection Procedures 5th Edition are followed.
- Safer recruitment and selection of staff and volunteers is practiced.
- There are senior members of the school's leadership team who are designated to take strategic responsibility for safeguarding within the school which includes work associated with Prevent
- There is a Designated Safeguarding Lead alongside a deputy and two assistants for day to day management of safeguarding and child protection – the Safeguarding Lead - is identified and receives appropriate on-going training, support and supervision.
- All members of the school's Safeguarding Team, listed on the front of this policy, ensure that Prevent issues have been addressed in our school policy and practice. The term 'Safeguarding' when used, incorporates all work associated with the Prevent agenda.
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of pupils, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated **annually**. This includes ensuring that all staff understand the role of the Designated Safeguarding leads.
- All staff have read Part 1 and Appendix A of 'Keeping Children Safe in Education, September 2018' and have signed to verify they have read, understood and will comply with all school policies and guidance, as well as Part 2 of the Teachers' Standards: 'Personal and Professional Conduct'.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the pupils and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils:
- Confidential child protection files are securely stored on CPOMS (Child Protection Online Management System) apart from normal pupil records and with access confined to the Strategic Safeguarding Lead and the Designated

Safeguarding Leads. (A secure filing cabinet contains written records where these were written before we moved over to CPOMS)

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the Designated Link Governor for Safeguarding and receives appropriate training. The identified Link governor will provide the governing body with appropriate information about safeguarding and Prevent and will liaise with the Designated Safeguarding Lead(s).
- The Designated Safeguarding Lead(s) undertake training, in addition to basic child protection training, and refresher training at two-yearly intervals.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- When the safeguarding policies are reviewed and shaped, the experiences and expertise of their staff will be taken into account.
- The school operates safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures.
- All staff and volunteers who have regular contact with pupils receive appropriate training which is up-dated annually.
- A section 11 self-assessment of safeguarding duties and child protection is provided to the Local Safeguarding Children's Board by the Strategic Safeguarding Lead.
- Appropriate filters and monitoring systems are in place that do not lead to unreasonable restrictions as to what children can be taught. In practice, an example of this would be making sure that the school does not block so much internet traffic that the children are then unable to learn about making wise choices...
- Children are taught about safeguarding, including on line, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across the key stage.

The Designated Safeguarding Leads (DSL):

The DSL and Deputy have a specific responsibility for championing the importance of safeguarding and promoting the welfare of pupils registered in the school. The Designated Safeguarding Lead and Deputy will have the complete safeguarding picture and they are the most appropriate people to advise on the response to safeguarding concerns.

This specific responsibility is specified in their Job Description and this specific responsibility cannot be delegated. They will:

Manage referrals

The designated safeguarding leads will:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding leads will:

- liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurse and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead, deputy and assistants will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding leads will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed by attending the borough’s termly safeguarding briefings as well as subscribing to Andrew Hall’s Safeguarding briefings to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead will:

- ensure the school or college’s child protection policies are known, understood and used appropriately;
- ensure the school or college’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. In addition to the child protection file, the designated safeguarding leads will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that will allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead or deputy will always be available for staff to discuss any safeguarding concerns. Out of hours, all staff have the headteacher's mobile number, and are invited to call her with any concerns that they have.

Keeping records

At St Matthias we maintain a variety of records on children.

We have our management information system which maintains up to date information on pupils on the school roll including where and with whom the child is living, emergency contact information and attendance.

Additionally, the Designated Safeguarding team maintain confidential records of referrals to and support from other agencies, pastoral concerns, records of any statutory interventions/services and any other significant events in a child's life. These records are only available on CPOMS which is not only password protected but also needs use of a person 'Merilock' key to gain access. . All information is treated sensitively and is only shared on a 'need to know' basis and when it is in the best interests of the child.

10. Confidentiality and information sharing

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The headteacher, the Strategic Safeguarding Lead, and the Designated Safeguarding Leads disclose any information about a pupil to other members of staff on a need to know basis only. This will be judged against the Eight Golden Rules for Information Sharing. These are listed in Appendix 2 of this policy.

We understand our responsibilities to process personal information fairly and lawfully and to keep the information we hold safe and secure however we will not let that become a barrier to sharing information when the failure to do so would result in a child being placed at risk of harm. At St. Matthias we will not allow fears about sharing information to stand in the way of the need to promote the welfare and protect the safety of children.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard pupils. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

St Matthias has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. For example: The school will notify relevant external agencies if:

- A child subject to a child protection plan is about to be excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

11. Safer recruitment and selection of staff

The school's recruitment and selection policies and processes adhere to the DfE guidance set out in Keeping Children safe in Education, September 2018.

The school has a policy in place to accompany this one called: '**Safer Recruitment Policy**'.

- A section 128 direction will show on an enhanced DBS check with barred list information (provided that 'children's workforce independent schools' is specified in the parameters for the barred list check)
- Maintained school governors should also have a section 128 check
- The Teacher Services system will be used to verify any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods
- When any information about past disciplinary action or allegations is disclosed, it will be considered as part of the suitability assessment
- Additional relevant information outside of the required information, such as who carried out the checks and childcare disqualification checks, will be recorded on the SCR
- We will get written confirmation from the provider of any fee-funded student teachers that it has carried out all pre-appointment checks that the school would otherwise perform
- We will refer to the DBS when someone is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria
- We will conduct risk assessments when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity
- If we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil, and we will take steps to be satisfied that the provider meets the needs of the pupil. We will get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

12. Training for staff and volunteers

All staff and volunteers receive appropriate safeguarding and child protection training at least annually. Additionally, all staff will receive safeguarding and child protection updates throughout the year, via morning briefings, staff meetings and by email.

Induction training includes:

- The Safeguarding and Child Protection Policy and associated policies including the Behaviour Policy, On line safety policy, our procedures for managing children who are missing from education and the staff code of conduct.
- Signs and symptoms of abuse (emotional, physical and sexual) and physical neglect
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

All staff are required to read Part 1: Keeping Children Safe in Education 2018 and Appendix A.

The Designated Safeguarding Leads will receive refresher training every two years as well as further higher-level training and termly updates.

13. Managing allegations and concerns against staff and volunteers

The school follows the procedures recommended by the Local Authority and the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers and as such we have adopted the borough's policy for: Managing Allegations against Staff.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, they must be reported to the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The LADO in Tower Hamlets is: Fiona Anderson and she can be contacted in the following ways:

- Tel. 0207 364 5290
- Mobile: 07951 188 431
- fiona.anderson@towerhamlets.gov.uk

Where there are concerns/allegations that relate to the Headteacher they must be reported to the Chair of Governors who will in turn consult with the Local Authority Designated Officer (LADO).

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

14. Complaints or concerns made by pupils, staff or volunteers

Any concern or expression of disquiet made by a pupil will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

St Matthias Primary School will make sure that the pupil or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the pupil or adult informed about the progress of the complaint/expression of concern

15. Whistleblowing

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

The school has a separate policy in respect of Whistleblowing.

All staff should be aware of their duty to raise concerns, where they exist, about attitudes or actions of colleagues.

If you do not feel able to raise concerns regarding child protection failures internally, or you have concerns about the way that a concern is being handled, please note NSPCC's Whistle Blowing help line number: **0800 028 0285** It is available from 8:00am until 8:00pm, Monday to Friday and they can also be emailed on: help@nspcc.org.uk

This next section deals with children and their families, how different issues and stages are responded to:

16. Children missing in education

The school will carry out daily registration and absences will be dealt with in accordance with the school's Attendance Policy starting immediately with first day calling.

Where reasonably possible, we will hold **more than one emergency contact number** for each pupil. This is to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

When a pupil leaves the school, the school will make contact with the receiving school to ensure the child is registered at the school and has started to attend.

Any Child Protection documents will be forwarded in line with the Child Protection Record Keeping Guidance 2015. Where we have very particular concerns about a child, who we know is about to leave the school and start attending at another school, we would seek to share information with the receiving school, as appropriate, in advance, so that they can be well prepared to provide the pupil with continuity of care.

When a pupil leaves our school without clear indication of a receiving school, the school will contact the Local Authority AWO to advise them of the situation and to start their tracking procedures. In addition, we will inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Additionally, we have an emergency procedure if a child is found to be missing during the school day from the school premises.

If you are concerned that a child has gone missing it is your responsibility to notify the school office **IMMEDIATELY**. Please do not waste valuable time trying first to find them. Once the school office is informed the following will happen:

1. Office staff inform Headteacher (1), the Deputy and Assistant Headteachers (2) and Premises Manager (3).
2. The headteacher will talk to you regarding what may have happened and to build up a picture of where the child may be;
3. The Assistant headteacher for Inclusion will search the outside grounds, the Assistant Headteacher for Maths will search the KS2 end of the building and sports hall and Deputy Headteacher Maths will search KS1 and Early Years end of the building.
4. All members of SLT will re-group after 5 minutes by which point hopefully the child has been found. If, however, concern remains for the child, it is the headteacher's responsibility to contact the parents, police and local authority, to take advice from there on and to manage the situation. In her absence this responsibility will fall to the Deputy headteacher and the Learning Mentor will be asked to search Ks1 and Early Years as above

17. Early Help

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

Early sharing of information or concern in regards to a child or their family could trigger support for the child and their family that in turn means a more serious safeguarding matter is avoided.

We recognise that any child may benefit from Early help, as such we are consistently vigilant for all children, however we recognise the need to be particularly alert to the potential need for early help, for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer;

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

In Tower Hamlets there are many agencies that offer support to families in need. Examples of the range of support on offer that we have accessed at St. Matthias for families in our community include:

- Financial: possibly beds need replacing – there is no shortage of love and care in the family, but there is a shortage of financial means to keep children healthy and safe;
- Parenting classes – particularly useful if boundaries are unclear or there are issues in respect of behaviour management.

Our Children’s Centres provide vital support for Early help and work with children from pre birth to age 11. We refer to them using a Universal Referral Form for:

- Ante and post natal support;
- Child health;
- Family support

Staff at St. Matthias are expected to be consistently vigilant. They scrutinise children’s behaviours and what they say. This is of particular importance during home visits and when the children are engaged in role play in the Early Years and playtimes. We live in stressful times. With the right support, offered early, we know we can avoid situations escalating, we can help children and their families to make safe choices, and we can avoid safeguarding matters arising.

If a member of staff is aware of a potential concern, they are expected to report this to the Designated Safeguarding leads in person and then record this on CPOMS

You may also refer to the Safeguarding Referral Route in Appendix 3 for relevant contact numbers and email addresses if a Designated Safeguarding Lead or Deputy is not available.

The Designated Safeguarding Leads and deputy will lead on liaising with other agencies and setting up an inter-agency/Early help assessment as appropriate.

Staff are expected to cooperate with this process and support other agencies and professionals as required.

At St. Matthias, we will ensure that someone from the Safeguarding team, detailed at the beginning of this policy, will act as the Lead professional for each case.

All cases are kept under review, by the Safeguarding team in their fortnightly meetings. Consideration is given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

18. Recording and reporting concerns including for statutory assessment

In child protection matters the child protection procedures must be followed at all times. Any knowledge or suspicion the child may be at risk must be reported to the Designated Safeguarding Leads immediately, to ensure help and to ensure any intervention necessary to protect the child is accessed **as early as possible**.

Concerns for pupils, and in particular those with disabilities, may come to the attention of staff in a variety of ways, for example through observation of behaviour, injuries or disclosure. The following should trigger concern:

- When there is a suspicion that an injury maybe non-accidental
- When there are signs of neglect
- When a child displays behaviour unusual for that particular child, for example - aggression, withdrawal, depression, or demonstration of inappropriate sexual behaviour
- When a child fails to thrive.
- When a child discloses abuse, or describes something, which may be associated with abuse (sexual and non-sexual abuse).
- When you are worried about a child / young person for any reason.

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Leads or the Deputy who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using CPOMS – recording either as a hoom issue, medical concern or child protection concern – the Designated Safeguarding Lead will guide you as to which category to use. If in doubt, use Child Protection.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.

In the unlikely event that the Designated Safeguarding Lead, Deputy and both Assisants are not available, you must refer to **the Safeguarding Referral Route in Appendix 3** for the contact numbers and email addresses to use to receive advice and refer to the concerns on, to ensure that the child, in your care, is protected to be safe. In these circumstances, any action taken should be shared with the Designated safeguarding lead (or Deputy/Assistants) as soon as is practically possible.

It is important that records are factual and reflect the words used by the pupil. Opinion should not be given unless there is some form of evidence base, which can also be quoted.

The Designated Safeguarding Lead will make a decision on how to respond to your concerns. The Designated Safeguarding lead is expected to feedback to you.

19. Follow up to a statutory assessment

When we have made a referral to social care because we believe a child is suffering or likely to suffer significant harm, the local authority should make a decision, within 1 working day of our referral being made, about the type of response that is required and they should let us know what that decision is.

This will include determining whether:

- The child requires immediate protection and urgent action is required;
- The child is in need, and should be assessed under section 17;

- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- Any services are required by the child and family and what type of services; and
- Further specialist assessments are required in order to help the local authority to decide what further action to take.

At St. Matthias the Designated Safeguarding Lead will ensure that we receive feedback, so if in the event of their absence, if you made the referral yourself, you will need to notify them as soon as is practically possible, so that they can chase this up.

If the decision made is that a statutory assessment is required, all staff at St. Matthias must do everything they can to support that assessment, supported by the Designated Safeguarding lead and or deputy, as required.

At St. Matthias we know that we know our children and their families well. In the event that we feel a decision made does not sufficiently acknowledge the concerns that we have raised, or we feel that the child's situation is not improving, we will consider following our local escalation procedures. We will do this until we feel our concerns have been addressed and, most importantly, until we feel that the child's situation has improved.

The Designated Safeguarding Lead and deputy have the contact information for the team managers and heads of service for social care in Tower Hamlets. If you feel that more needs to be done to support a child, please follow up previous concerns, again using the school's blue form and make sure that you discuss progress to date with the Designated Safeguarding Lead.

20. Informing parents and carers

St Matthias approach to working with parents/carers is one of transparency and honesty and the school's responsibility is to safeguard and promote the welfare of all the pupils in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will usually be informed if a referral is to be made to an external agency as they will be asked to give consent.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead, (or Deputy/Assistants) will seek advice from the Borough's Children's Social Services team.

21. Child protection conferences and core group meetings

Members of staff asked to attend a child protection conference or other relevant core group meetings about an individual pupil will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the pupil is suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the pupil's physical, emotional and intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

The Safeguarding Lead will ensure written reports are provided to the family and Chair of Conference at least 48 hours before an initial CP Conference and 5 days before a Review CP conference using the agreed template.

Issues associated with Health & Safety

Our Health & Safety policies, set out in separate documents, reflect the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

22. Physical Intervention / Positive Handling: Use of reasonable force

St Matthias ensure that key staff are trained in positive handling and use two approaches: Management of Actual or Potential Aggression (MAPA) and Team Teach.

The programmes deliver a solid foundation based on the philosophy of providing the best *Care, Welfare, Safety, and Security* for staff and those in your care that:

- Focuses on prevention, de-escalation and avoidance.
- Addresses the risks of physical interventions.
- Teaches safe, non-harmful interventions.
- Offers proven post-incident strategies to prevent future crises.

The demonstration is in accordance to the compliance and commitment of BILD and CQC regulations.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

We will NOT use force as a punishment – it is always unlawful to use force as a punishment.

23. On line safety

We recognise that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation – technology often provides the platform that facilitates harm.

We have a separate policy which addresses on line use and safety. Staff are expected to read it in partnership with this policy. It addresses how we seek to protect children from potentially harmful and inappropriate on line material and behaviours with appropriate filters and monitoring systems in place.

We recognise that access to the internet creates a whole new world of risk for children. Issues around cyber bullying which are associated with emotional abuse are considered by us in our Anti Bullying Policy as well as in this. Additionally, later in this policy, is specific guidance around sexting, sexual abuse, which can occur via the internet involving a range of activities as well as the online risks for radicalisation.

24. Use of Mobile phones

Mobile phones have a place on outings. They can be the only means of contact available in those situations and can be helpful in ensuring children are kept safe. To protect children, we will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse – staff are referred to the school's **Staff Handbook** for clear guidance in relation to this.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure any staff known or seen to be using a mobile phone, when it has not been agreed to do so, will be disciplined.
- Ask visitors either to turn their mobile phones off or to store them in the office before viewing the school.

25. Use of Cameras: photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image.
- Ensure that children are appropriately dressed.
- Ensure parents and carers are aware of taking photographs and videos are only used for their purposes relating to their own children.
- Ensure all iPads used are open to scrutiny.

Specific Safeguarding issues

All staff working here at St. Matthias are expected to familiarise themselves with safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

26. Contextual safeguarding

We recognise that safeguarding incidents and behaviours can be associated with factors outside of school. We must always consider the context within which incidents or behaviours occur. Our assessment of children needs to consider whether environmental factors are present in a child's life that are a threat to their safety or welfare. If we have referred a case to children's social care, we need to make sure that we provide as much information as possible as part of the referral process. By doing so we ensure that any assessment will be able to take into account the full range of evidence and the full context of any abuse.

27. Children with special educational needs and disabilities

We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Any child with a disability is by definition a 'child in need' under section 17 of the Children Act 1989 and disability has been shown to confer an increased level of vulnerability. Studies have shown that disabled children are 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused.

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.

Child abuse is defined within procedures as physical abuse (including female genital mutilation), emotional abuse (including that arising from domestic abuse and forced marriage), sexual abuse (including the sexual exploitation associated with child prostitution) and physical neglect, which the person with custody, or charged with care of the child, causes or knowingly fails to prevent. In addition to the universal indicators of abuse / neglect, in the case of a disabled child, the following abusive behaviours must also be considered:

- Force feeding
- Unjustified or excessive physical restraint
- Rough handling
- Extreme behaviour modification including the deprivation of liquid, medication, food or clothing
- Misuse of medication, sedation, heavy tranquillisation
- Deliberate failure to follow medically recommended regimes
- Misapplication of programmes or regimes

Children with SEN and disabilities will have access to a variety of forms of in school mentoring and support which may include:

- In class teaching assistant support;
- 1:1 teaching assistant support;

- Support from our Learning Mentor.

Provision will be put in place to ensure that all pupils, regardless of their needs, can access the 'worry box' in their classroom in one way or another so that they are able to communicate a need/worry/concern if they wish to.

28. Looked after children and previously looked after children

Furthermore, all children who are looked after, or have left care (through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England or Wales) remain vulnerable and it is vitally important that we work closely with additional agencies to support all children at St. Matthias who are, or who were, in care.

At St. Matthias our Designated teacher for Looked After Children is Rosie Chester, Assistant headteacher for Inclusion. The Designated teacher for Looked After Children will notify you if you have a child who is looked after, or was previously looked after, in your class or care. Our role will be to exercise continued vigilance, to ensure that the child continues to be safe and to take swift and effective action in line with our procedures if we have any concerns. In particular, you will need to consider adjustments and interventions to enable a child to catch up or progress further with their learning. Children who have experienced care are vulnerable both for safeguarding and child protection reasons and also consequently under achieving in their learning.

29. Domestic abuse

Based in Tower Hamlets, all staff working at St. Matthias need to be aware that Tower Hamlets has one of the highest levels of Domestic Abuse in the county.

We are aware that pupils' development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue. Pupils react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon pupils will be incorporated into staff Safeguarding and Child Protection training and briefings.

If you are concerned that a child may be witnessing domestic abuse at home it is vital that you share this with the Designated Safeguarding leads right away, recording your concerns on CPOMS. The Designated Safeguarding lead will then decide whether to contact the Early Help Hub or the Child Protection Advice Line so that a decision can be made regarding the level of help potentially needed by the family. Remembering that the earlier help can be received, the better, so it is better to pass on any concerns you have, even if they seem fairly minor to you. The Designated Safeguarding leads will hold the bigger picture, and unbeknownst to you, concerns may have been raised previously which together with yours, mean that a level of intervention, in the best interests of the child, is warranted.

30. Homelessness

In Tower Hamlets it is not uncommon for families to find themselves without a home or in emergency accommodation. If you are concerned that a child in your class or care may be in this situation, please make sure that you alert the Designated Safeguarding Lead or Deputy.

31. Child sexual exploitation and child criminal exploitation

You are referred to Annex A in 'Keeping children safe in education', September 2018 for more information on each of these categories.

Child criminal exploitation, in particular, is an increasing concern in Tower Hamlets, with young people carrying drugs and money from the borough to suburban and rural areas, market and seaside towns.

This activity, whilst being illegal, is also potentially extremely dangerous.

If you have concerns that a child may be involved in, or associated with, such activity, make sure that you use the blue form to inform the Designated Safeguarding Leads straight away.

In Tower hamlets we have a dedicated **Exploitation Team** led by:

Jo Turner (Interim): 074 5032 7748

Brian Mason: 079 8469 5928

The Exploitation Team will assist any queries or questions we may have in relation to exploitation including serious youth violence, radicalisation, county lines, gangs, children missing and sexual exploitation of children. The team currently consists of the Police and Social Care. Education will be incorporated into the team as well as Health.

Upon receipt of your blue form, the Designated Safeguarding Leads may make contact with that team or refer to MASH.

Relevant intelligence can be shared with Jo Turner of Children's Social Care, via the (INTEL) form. The exploitation team will be contactable between the hours of 9am – 5pm. There is also a team of Service Managers on call, should we need to contact someone in an emergency.

If there are issues around safeguarding in relation to a child potentially being exploited, or involved in gang activity, please refer to the MASH team for assessment. Moreover, if children are at risk due to sibling gang activity, please also refer for assessment through MASH.

- Civil Protection Unit: During office hours - 020 7364 4181/4192. During out of hours - 020 7364 7070
- Emergency Social Care (EDT) - 020 7364 4079

32. Honour based violence

This section and the next two sections attend to crimes that are encompassed in so-called 'honour based violence. They are crimes that have been committed to protect or defend the honour of the family and/or community.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If you are in any doubt, please make sure you discuss the matter with the Designated Safeguarding Leads. We need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If there is a perceived risk the Designated Safeguarding Leads will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

'Keeping Children Safe in Education', Appendix A provides detailed guidance and references on what staff must do when responding to concerns relating to Honour Based Violence.

33. Forced Marriage

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.

There are a range of potential indicators that a girl may be at risk of Forced Marriage. Warning signs that a forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of Multi-agency guidelines: handling case of forced marriage.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

34. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38 – 41 of Multi agency statutory guidance on FGM. A particular risk is travel so applications for special leave are scrutinised accordingly.

All staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about female genital mutilation (FGM).

There is also a specific legal duty on teachers. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

We will report any FGM disclosure to the police as well as liaise with the LADO, Fiona Anderson - 0207 364 5290.

35. Peer on Peer abuse

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse and we need to recognise that children, even as young as primary age, can abuse their peers. We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators) however, as in all aspects of safeguarding for all children, vigilance is necessary and any concerns need to be acted upon immediately.

Peer on peer abuse is most likely to include, but not limited to:

- Sexual violence and sexual harassment (see a later section in this policy for further guidance)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

At St. Matthias we seek to minimise the risk of peer on peer abuse through the implementation of our curriculum and associated policies:

- Our policy on the prevention and management of bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- Our Relationships and Sex Policy/PSHCE Scheme outline how the school prepares the children for age appropriate relationships and physical contact.
- See the curriculum section earlier in this policy re online safety and behaviour.

In particular, at St. Matthias, our relentless focus on our school values, strives to enable children to be respectful of one another and to be responsible for their 'positive' impact upon one another in a safe way.

We are clear however that abuse is abuse, it could happen here, but if it does, it will not be tolerated. As staff we must remain objective to the facts and we must avoid passing incidences off as 'banter' or 'part of growing up'. Part of our duty for safeguarding is also teaching the children appropriate behaviours/language to avoid safeguarding matters escalating for them.

If you are concerned about potential peer on peer abuse, you must report it to the Designated Safeguarding leads using CPOMS

If you suspect that children are involved in sexting – please refer to the guidance produced by the UK Council for Children Internet safety – reproduced for you in **Appendix 3** of this document.

In partnership with you, the Designated Safeguarding leads will decide what further action to take which may include, but is not limited to, the following:

- Discussions with alleged victim and perpetrator to understand the extent of the harm;
- Discussions with the alleged victim and perpetrators parents regarding the extent of the harm and a support plan to respond;
- The use of restorative practices to enable children to fully learn about and understand the extent of the harm that has been committed and to empower them to take responsibility for their actions;
- A support plan may include a referral to the school's Learning Mentor
- Discussions with the Early Help Hub may be sought to determine what support could be sought by both the alleged victim and perpetrator. This is likely to be appropriate if the abuse may have stemmed from a lack of structured time outside of school.
- If it is suspected that a device may contain inappropriate images the school will follow the DfE's guidance on 'Searching, screening and confiscation, January 2018' to seize the evidence.
If there is evidence of producing or sharing sexual imagery, social care and the police will be informed immediately.

36. Child on child sexual violence and sexual harassment

As for peer on peer abuse in the last section, we have to recognise that 'it could happen here' and our position is sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important, as for peer on peer abuse, is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Any concerns about sexual violence and sexual harassment must be reported to the Designated Safeguarding Lead immediately. In determining how to proceed, the Designated safeguarding lead, who will have the complete safeguarding picture, will refer to the detailed guidance in Section 5 of Keeping children safe in education, September 2018. In particular, the DSL will consider the wishes of the victim in terms of how they want to proceed. We recognise that victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (KCSiE, September 2018, paragraph 246)

Each report will be considered on a case by case basis and is likely to result in one or more of the following:

- Internal management in line with behaviour and bullying policies, with follow on pastoral support;
- A referral for Early help services;
- A referral to children's social care;
- In partnership with children's social care, a referral to the police.

We recognise that both the victim and the perpetrator will require follow on support.

The perpetrator more than likely will have unmet needs. Risk assessment will need to be undertaken to minimise further risk to others as well as harm to the perpetrator themselves. Partnership with agencies outlined above will be essential in guiding our response to each individual case.

37. Racist Incidents

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

38. Radicalisation or Extremism

DEFINITIONS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

AIMS AND PRINCIPLES

The main aims are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that: Pupils are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, individual freedom, democracy and the rule of law. Pupils are helped to understand the importance of democracy and freedom of speech, through their PSHCE curriculum and through the elected School Council members. The curriculum teaches pupils how to keep themselves safe, in school and when using the internet. Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities. Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others. Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school. The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

Pursue - To stop terrorist attacks

Prevent - To stop people becoming terrorists or supporting terrorism

Protect - To strengthen our protection against a terrorist attack

Prepare - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe': A toolkit to help schools contribute to the prevention of violent extremism. Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe'.

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at St Matthias to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation, could not happen here and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding lead).

We follow the London Borough of Tower Hamlets referral pathway which can be read in Appendix 4 and 5 of this Safeguarding policy.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E. and PSHCE provision is embedded across the curriculum and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Appendix 1

Definitions and signs and symptoms of abuse taken from London Child Protection Procedures, 5th edition

4.1 Concept of significant harm

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

4.1.2 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

4.1.3 Each of these elements has been associated with more severe effects on the child, and / or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.

4.1.4 Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development.

4.1.5 Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

4.2 Definitions of child abuse and neglect

Physical abuse

4.2.1 Physical abuse 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 fabricates the symptoms of, or deliberately induces, illness in a child

Emotional abuse

4.2.3 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, which may be on line 'cyber bullying' causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.

4.2.4 Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4.2.5 See section 5. Children in specific circumstances who may be at risk of suffering emotional abuse.

Sexual abuse

4.2.6 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

4.2.7 Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003. See section 5.23. ICT-based forms of abuse, section 5.39. Sexually active children and section 5.40. Sexually exploited children.

4.2.8 Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

4.2.10 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.

4.2.11 Neglect may occur during pregnancy as a result of maternal substance abuse.

4.2.12 Once a child is born, neglect may involve a parent 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);
- Ensure access to appropriate medical care or treatment.

4.2.13 It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.2.14 See section 5. Children in specific circumstances who may be at risk of suffering neglect.

4.3 Recognition of abuse and neglect

4.3.1 The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm;
- Indicates a need for careful assessment and discussion with the agency's nominated child protection person;
- May require consultation with and/or referral to the LA children's social care and / or the police.

4.3.2 The absence of such indicators does not mean that abuse or neglect has not occurred.

4.3.3 In an abusive relationship the child may:

- Appear frightened of the parent;
- Act in a way that is inappropriate to their age and development.

4.3.4 The parent may:

- Persistently avoid routine child health services and/or treatment when the child is ill;
- Have unrealistic expectations of the child;
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);

- Be absent or leave the child with inappropriate carers;
- Have mental health problems which they do not appear to be managing;
- Be misusing substances;
- Persistently refuse to allow access on home visits;
- Persistently avoid contact with services or delay the start or continuation of treatment;
- Be involved in domestic violence;
- Fail to ensure the child receives an appropriate education.

4.3.5 Professionals should be aware of the potential risk of harm to children when individuals (adults or children), previously known or suspected to have abused children, move into the household.

Recognizing physical abuse

4.3.6 The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parent/s are uninterested or undisturbed by an accident or injury;
- Parents are absent without good reason when their child is presented for treatment;
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);
- Frequent use of different doctors and accident and emergency departments;
- Reluctance to give information or mention previous injuries.

Bruising

4.3.7 Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

- Any bruising to a pre-crawling or pre-walking baby;
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used (e.g. belt marks, hand prints or a hair brush);
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite marks

4.3.8 Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

4.3.9 A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and scalds

4.3.10 It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

4.3.11 Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

4.3.12 Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

4.3.13 Non-mobile children rarely sustain fractures.

4.3.14 There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

Scars

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

Recognizing emotional abuse

4.3.16 Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

4.3.17 The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

4.3.18 The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

Recognizing sexual abuse

4.3.19 Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

4.3.20 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study³⁶ three-quarters (72%) of sexually abused children did not tell anyone about the abuse

at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.

4.3.21 If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

4.3.22 Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

4.3.23 Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a child;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

4.3.24 Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague³⁷.

Recognizing neglect

4.3.25 It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

4.3.26 When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;

- Child abandoned or left alone for excessive periods.

4.3.27 Disabled children and young people can be particularly vulnerable to neglect

4.3.28 Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence (see section 5.11), mental health issues (see section 5.29), learning disabilities (see section 5.30), substance misuse (see section 5.31), or social isolation / exclusion (see section 5.1.1 to 5.1.4), this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child

Radicalisation or Extremism

4.3.29 Any member of staff with concerns about a student's vulnerability to extremism or risk of radicalisation should make clear written record of concerns they have heard and/or witness.

4.3.30 There may be a wide range of signs for radicalisation or extremism. These maybe through the following:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature/videos
- Advocating messages similar to extreme organisations
- Changes in behaviour, dress, social groups, interests

Female Genital Mutilation

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines: Female Genital Mutilation, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Appendix 2

Eight Golden Rules for Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm,** then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
3. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
4. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
5. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
6. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
7. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
8. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 3

Guidance produced by the UK Council for Child Internet Safety.

Sexting: how to respond to an incident

An overview for all teaching and non-teaching staff in schools and colleges.

This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'. All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school's safeguarding policies. The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*, and should not refer to this document instead of the full guidance.

What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

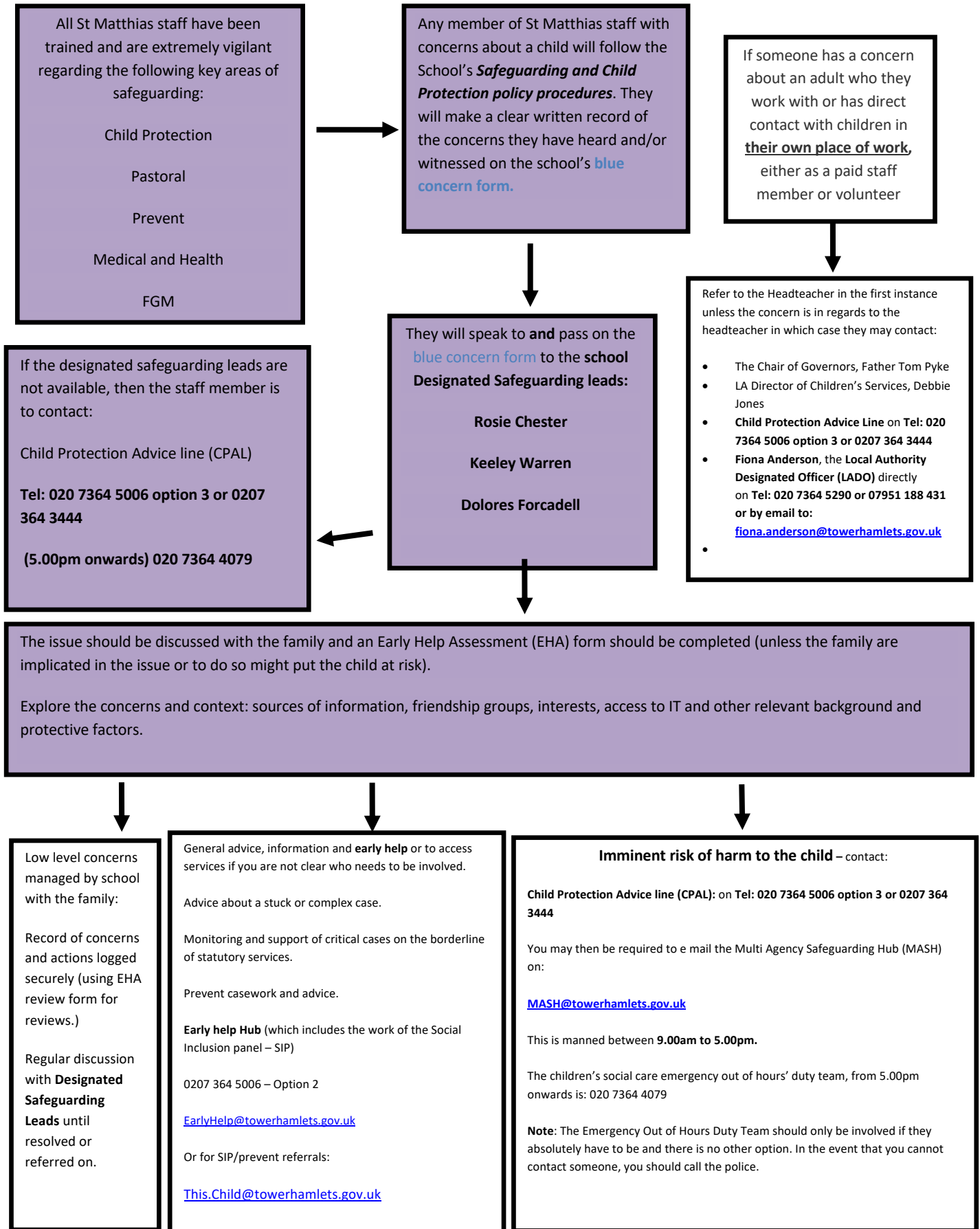
Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.

Appendix 4

Referral route for safeguarding concerns



Appendix 5

Referral route for safeguarding concerns related to Radicalisation or Extremism

PREVENT

Any member of St Matthias staff with concerns about a child will follow the School's **Safeguarding and Child Protection policy procedures**. They will make a clear written record of the concerns they have heard and/or witnessed on the school's **blue concern form**.

If the designated safeguarding leads are not available, then the staff member is to contact:

Child Protection Advice line (CPAL)

Tel: **020 7364 5006 option 3 or 0207 364 3444**

(5.00pm onwards) **020 7364 4079**

They will speak to **and pass on** the blue concern form to the **School Designated Safeguarding leads:**

Rosie Chester

Keeley Warren

Dolores Forcadell

The issue should be discussed with the family and an early help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

Low level concerns managed by school and family:

Record of concerns and actions logged securely (using EHA review form for reviews.)

Regular discussion with Designated Safeguarding Officer until resolved or referred on.

General advice, information and early help or to access services if you are not clear who needs to be involved.

Advice about a stuck or complex case.

Monitoring and support of critical cases on the borderline of statutory services.

Prevent casework and advice.

Early help Hub (which includes the work of the Social Inclusion panel – SIP)

0207 364 5006 – Option 2

EarlyHelp@towerhamlets.gov.uk

Or for SIP/prevent referrals:

This.Child@towerhamlets.gov.uk

Imminent risk of harm to the child – contact:

Child Protection Advice line (CPAL): on Tel: 020 7364 5006 option 3 or 0207 364 3444

You may then be required to e mail the Multi Agency Safeguarding Hub (MASH) on:

MASH@towerhamlets.gov.uk

This is manned between **9.00am to 5.00pm**.

The children's social care emergency out of hours' duty team, from 5.00pm onwards is: **020 7364 4079**

Note: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the police.

Imminent threat of harm to others – contact

Police 999

or Terrorist Hotline

0800 789 321