



St Paul's Way

Education • Foundation • Trust

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Policy for the Safeguarding of Students

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1. INTRODUCTION

The governors and staff of St Paul's Way Trust School (SPWT) fully recognise the contribution the school makes to safeguarding children. We recognise that all adults have a full and active part to play in protecting our students from harm.

All staff and Governors believe that our Through School and Nursery (3-19) will provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

We also recognise that safeguarding children is a responsibility that extends beyond the school and that there are occasions where the expertise of other agencies will need to be sought.

“The support and protection of children cannot be achieved by a single agency ... every service has to play its part. All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family”

Lord Laming, The Victoria Climbié Inquiry Report, 2003

1.1 The aims of this policy are:

- To support each child’s development in ways that will foster security, confidence and independence
- To raise the awareness of all staff including teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or neglect
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school to be followed by all members of the school community in cases of safeguarding.
- To develop and promote effective working relationships with other agencies, especially the Police and Children’s Social Care, CAMHS and the NHS
- To ensure that all adults within our school who have access to children have been checked as to their suitability to be in contact with young people

1.2 The purpose of this policy is:

- To inform staff, parents / carers and governors about the school’s responsibilities.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

1.3 Tower Hamlets Child Protection Procedures

St Paul’s Way Trust School follows the procedures outlined by the *Tower Hamlets Local Safeguarding Children Board – a guide to procedure and practice for all professional staff in Tower Hamlets who work with children.*

This policy is to be read in conjunction with:

- London Child Protection Procedures (5th Edition, 2013): <http://www.londoncp.co.uk/>
- *Tower Hamlets Local Safeguarding Children Board: Child Protection Procedures for Staff Working in Children's, School and Family Settings* (September 2017).
- *Tower Hamlets Local Safeguarding Children Board: Procedures for Managing Allegations of Abuse against Staff working in Children's, School and Family* (April 2018).

1.4 School Staff

Teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children and young people in our school.

We recognise the important role the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral process.

1.5 Ethos of the School

The school aims to develop an atmosphere in which children and young people feel secure, in which their viewpoints are valued, and in which they are encouraged to talk and listen.

2. STATUTORY FRAMEWORK

Keeping Children Safe in Education (Department for Education, September 2016) [KCSIE16] defined safeguarding as:

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.

The Teachers' Standards (2012) state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The school is expected to adhere to the statutory guidance given in *Keeping Children Safe in Education* (Department for Education, September 2018) [KSCIE18]. All staff should read at least Part One of KSCIE18; designated child protection officers should read all of it. KSCIE18 places the following responsibilities on the school:

- To provide a co-ordinated offer of early help when children with additional needs are identified.
- To work alongside statutory agencies, including Social Care, the police and the Local Safeguarding Children Board.
- To ensure that a member of the governing body is nominated to liaise with the Local Authority Designated Officer in the event of an allegation of abuse being made against the headteacher; and to ensure that the school has procedures enabling it to make appropriate referrals in the event of an allegation being made against any other member of staff; and to ensure that the school has procedures enabling it to respond appropriately to allegations of abuse made by children against other children.
- To ensure that an effective Child Protection Policy is in place; to ensure that the Child Protection Policy is available to staff (and volunteers) from the point of induction; to ensure that the Safeguarding Policy is reviewed annually; to ensure that the Child Protection Policy is published on the school website; to ensure that mechanisms exist to help staff to understand and discharge their role and responsibilities as described in the Safeguarding Policy; and to ensure that the Safeguarding Policy is followed by all staff.
- To ensure that the school makes suitable responses to children who go missing from education.
- To appoint a member of the school's staff as designated safeguarding lead; to ensure that this person accesses regular and appropriate training; to ensure that the role is covered in the event of the absence of the designated member of staff; and to ensure that all staff access Safeguarding training in line with the advice of the LSCB.
- To ensure that children are taught about safeguarding through the curriculum.
- To ensure that Safer Recruitment and Disqualification protocols are consistently observed.
- To ensure that the wishes of children are heard and respected.
- To ensure that the school is aware of which of its children are Looked After Children, and to work in liaison with other agencies to ensure that these children, who are especially vulnerable, are kept safe.

In line with previous guidance, parents should be made aware of the school Safeguarding Policy and the fact that cases may need to be referred to statutory services (*ie*, Children's Social Care) or the police, in the interests of the child.

3. DESIGNATED SAFEGUARDING OFFICERS

The designated child protection officers at SPWT School are:

Trust School	Foundation School
Hannora Loveday (Designated Safeguarding Lead)	
Gloria Lynch (Deputy Designated Safeguarding Lead)	
Vanessa Mansfield Taylor (Deputy Designated Safeguarding Lead)	Clare Lynam (Deputy Designated Safeguarding Lead)
Dionne Mottley (Safeguarding Officer)	Diane Savva Brown (Safeguarding Officer)
Owen Williams (Safeguarding Officer)	Alice Greenwood (Safeguarding Officer)

The **named governor** for Safeguarding and Looked After Children is: Susie Wigham

It is the duty of the Designated Safeguarding Lead and other trained Deputy Designated Safeguarding Leads and Safeguarding Officers to:

- Ensure that the Tower Hamlets Local Safeguarding Children Board's procedures are followed in the school.
- Ensure that all staff are aware of these procedures.
- Ensure that the Designated Safeguarding Lead is kept informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (*e.g.* whether to refer to Social Care).
- Liaise with Children's Social Care over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'.
- Submit reports to (and attend) Child Protection Conferences.
- Ensure that the school effectively monitors children and young people who have been identified as 'at risk'.
- Provide guidance to parents / carers, children, young people and staff about obtaining suitable support.

4. SCHOOL PROCEDURES

If any member of staff is concerned about a child or young person he or she *must* inform one of the designated safeguarding officers (listed above). The designated safeguarding officers 'are most likely to have the complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns' (*KCSIE18*).

- Information regarding the concerns must be recorded by the member of staff on the same day using a Cause for Concern form which must be dated and signed. The recording must be a clear, precise, factual account of the observation.
- The designated officer who has received the report will abide by the guidance of the Local Safeguarding Children Board, and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children's Social Care. The Designated Safeguarding Lead (DSL) or Deputy DSL must be briefed before a referral is made. In some circumstances, parents *may* be notified, but staff should *not* notify parents in advance if there is any risk of (a) further endangering those involved; (b) compromising the integrity of any evidence which may later be used in court, or (c) causing any alleged perpetrator of child abuse to be protected from investigation. Only Designated Safeguarding Officers should make decisions about when to disclose Child Protection issues to parents/carers and other staff must assume that information about Child Protection issues is strictly confidential, and act accordingly.
- If a referral is made to the MASH, the designated officer will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.
- Particular attention is paid to the attendance and development of any child who has been identified as 'at risk' or who has been made subject to a Child Protection Plan.
- If a pupil about whom safeguarding concerns have been raised changes school, one of the designated officers will inform the social worker responsible for the case (if there is one); securely transfer a copy of the appropriate records (keeping the original copies) to the receiving school; and provide specific information relating to support and wellbeing where appropriate.
- All staff will have regular training – at least annually – on areas related to child protection. These areas include:
 - Child protection procedures, the Safeguarding Policy and the Code of Conduct;
 - Updates on changes to legislation, policy and procedure in the area of child protection;
 - Specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, e-safety (use of ICT, the internet and social media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect.

Staff who have ongoing concerns about 'poor or unsafe practice and potential failures in the school's safeguarding regime' (*KCSIE18*) should follow the protocols described in the school's Whistleblowing Policy. There is also an NSPCC Whistleblowing helpline, available at 0800 028 0285.

5. WHEN TO BE CONCERNED

Child abuse can take place in a number of different settings, of which the following are examples:

- It occurs most commonly where the young person knows the individual/s concerned and they are trusted. This can include parents, carers, babysitters, siblings, relatives, or friends of the child or of the family.
- The abuser is sometimes someone in authority such as a teacher, teaching assistant, youth leader, children's worker or church worker / leader.
- Evidence shows that some abusers set out to obtain employment with children in order to give themselves opportunities to perpetrate abuse.
- *KCSIE18* emphasises the importance of 'contextual safeguarding', 'which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare'.

As an organisation working with children and young people, SPWT has a responsibility to act if abuse comes to light, to protect children from the possibility of being abused within school, and to respond to disclosures of abuse outside school. For the purposes of this policy a child or young person is anyone under the age of 18 years of age (*KCSIE 18* Appendix B: Categories and Signs of abuse).

Staff should be concerned about a pupil if he or she:

- Any injury which is not typical of the bumps or scrapes normally associated with children's injuries.
- Frequently has unexplained injuries or injuries for which confused or conflicting explanations are given.
- Frequently has injuries (even when apparently reasonable explanations are given).
- Exhibits significant changes in behaviour, or exhibits behaviour which is inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.
- Goes missing from – that is, persistently fails to attend – school or education.

Further advice about identifying possible signs of abuse is available in *What to do if you are Worried a Child is being Abused* (Department for Education, March 2015).

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

6. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without showing shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises which it might not be possible to keep.
- Not promise confidentiality – the requirement to act in the child's best interests means that it might be necessary to refer the matter to other services.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Ask open questions rather than leading questions.
- Not criticise an alleged perpetrator.
- Explain what has to be done next and who has to be told in an age appropriate way.

6.1 Record Keeping

When a pupil has made a disclosure the member of staff should use the standard school form to:

- Make brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Use a body map to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.

7. DETECTION – SIGNS OF ABUSE

In all of this, care should be taken, as misreading the signs of abuse can result in significant harm or trauma to the child and their family. In general staff will not have the expertise to 'diagnose' child abuse but do have a responsibility to be alert and aware of the signs.

Just because a child exhibits one of the signs listed above, this does not mean that they have been abused. Nevertheless, the presence of one or more of the signs, or their repeated presence, might raise concern and should be used as a prompt for referral to a Designated Safeguarding Officer.

8. SUPPORT FOR CHILDREN

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth; they may feel helpless, humiliated or self-blame. In such circumstances the behavior of children may range from that which is perceived to be normal to aggressive or withdrawn. The school may provide the only stability in the lives of children who have been abused or are at risk of harm.

The school will support children by:

- Encouraging self-esteem and assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working with all other support services and agencies involved in the safeguarding of children
- Notifying Children's Social Care as soon as there is an appropriate concern
- Encouraging children and parents to be resilient through periods of difficulty to ensure that they continue to attend school and achieve their potential.

9. FEMALE GENITAL MUTILATION: MANDATORY REPORTING DUTY

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 and harmful consequence.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales to report to the police (calling 101) where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Professionals need to be alert to the possibility of a girl being at

risk of FGM, or already having suffered FGM.

This should be read in conjunction with Home Office guidance *Mandatory Reporting of Female Genital Mutilation – Procedural Information* (October 2015).

10. PROTECTING CHILDREN FROM RADICALISATION AND EXTREMISM

“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.” Home Office – The Prevent Strategy

We understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and we will model to children how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;

We promote an understanding of how to prevent harm to children by individuals, groups or others who promote violent extremism. We have clarity in managing risks within the school.

We understand how to support children who are vulnerable, through a range of interventions to support and protect.

We work on increasing the resilience of children and of our school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promote an ethos and values that encourage respect for others.

We use teaching styles and curriculum opportunities which allow open discussions and demonstrate the role of conflict resolution and active citizenship.

10.1 Staff Training and Awareness

Specialist training is provided for the Prevent Lead and other colleagues as appropriate. Mr Ahmed is the Designated Prevent Lead and oversees all Prevent cases and subsequent actions in connection with the Designated Safeguarding Lead. This training is then disseminated through phase/team meetings so that all staff are aware of the signs to look for and how to report. Protection from radicalisation and extremism also forms part of our induction process for new staff.

Training on recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff and other professionals from the LBTH Prevent Project or from the Support for Learning Service Kerri Mariner (Manager) Kerrigen.marriner@towerhamlets.gov.uk.

10.2 Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence

- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships

10.3 Reporting

St Paul's Way Trust School has clear procedures that staff follow to raise concerns if they think a child is at risk from extremist narratives or being radicalised.

These involve reporting to the Designated **Safeguarding lead in the school** as they would for any other child protection issue. The external reporting of Prevent concerns is usually to the Social Inclusion Panel.

10.4 How we respond

If staff have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, we respond as we would to all vulnerable children and follow the procedures below.

- Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).
- Seek consent to complete a Common Assessment Framework (CAF) assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a diversionary programme of support.
- If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the **Social Inclusion Panel (SIP)** using the EHA form.

If at any stage we are concerned that a child or young person is at imminent risk of harm we also contact the Child Protection Duty Line on 020 7364 3444. If we suspect someone is actually engaged in terrorist activity, we contact the police or the anti-terrorist hotline immediately on 0800 789 321.

10.5 Interventions with individuals

We may, on a case by case basis employ one or more of the intervention strategies below:

- Increased support and encouragement

- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support/anger management programmes
- Attendance support
- 1 to 1 or group counselling
- Links with relevant voluntary or religious organisations
- Advice on cyber safety (for pupils and parents); e-Safety sessions for parents
- Tom Llewellyn Jones and Liam Mcquade (Local Authority) will be used to talk to groups or individuals as necessary.

10.6 Prevention

We address this issue through our carefully designed graduate curriculum which encompasses six graduate themes: Communication, Investigation, Networking, Participation, Scholarship and Vision.

Other prevention activities include:

- Work on community cohesion, tolerance and anti-violence
- Citizenship programmes (Personal Development)– British Values
- RE curriculum promotes respect, tolerance and community cohesion.
- PSHE - Social and Emotional Aspects of Learning
- Anti-bullying work
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. community work /charity events
- Positive in and out of school hours programmes including debating clubs (e.g. Debate Mate)
- Parenting programmes such as e-Safety

Key roles and responsibilities for Prevent

<i>Prevent Safeguarding Lead:</i> Mr Jubair Ahmed
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To work closely with the Executive Headteacher and use existing mechanisms for understanding the risk of extremism. To ensure staff understand the risk and build capabilities to deal with it. Communicate and promote the importance of the prevent duty and ensure staff implement it effectively. To provide a safe environment for debating controversial issues and help students to understand how they can influence and participate in decision-making. Organise and share relevant guidance for parents and ensure that families are fully aware of the risks of radicalisation. To uphold the reporting procedures listed above and refer any prevent cases to the appropriate authority.

<p>Prevent Curriculum Lead: Trust School - Mr Aqeel Ashiq (Subject Leader for Participation) and Foundation School - Clare Lynam (Headteacher Primary Phase)</p>

To ensure that the Prevent duty is fully embedded into the SPWT curriculum. As part of the statutory guidance it is necessary to teach a broad and balanced curriculum. This includes the requirement to promote fundamental British values (defined in the guidance as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs). The Prevent Curriculum lead will design, deliver and regularly improve the SPWT Personal Development programme. To coordinate the delivery of up to date resources to faculty and pastoral teams from Government websites such as www.educateagainsthate.com. Provide opportunities for students to explore political and social issues critically, enabling them to weigh evidence, debate, and make reasoned arguments.

11. LOOKED AFTER CHILDREN

Looked after children (LAC) have a right to expect the best possible outcome from their education. School staff and governors are aware of the DCSF statutory guidance on local authorities to promote the educational achievement of LAC under section 52 of the Children's Act 2004. This policy is also written in accordance with the 'Care Matters' guidance (2007).

The school works closely with the virtual school for LAC. The designated member of staff responsible for LAC is Owen Williams

LAC are a priority for admissions and the school's published admissions criteria reflect this.

Personal Education Plans:

The Designated Staff Member for LAC will work with social workers and other professionals to ensure that Personal Education Plans are:

- In place within 20 days of joining, or coming into care
- Reviewed twice yearly
- Identify strengths as well as needs
- Include a review of previous educational targets and set clear, measurable new ones
- Record the child's interests, aspirations and talents both in and out of school
- Reflect and are informed by other educational plans
- Record and reflect the child's views.

12. DEAF SUPPORT BASE

The Safeguarding Team will work closely with the Deaf Support Base to ensure the safeguarding of all children. The procedure for managing concerns about children in the deaf support base are the same as for any other child in the school. Where there is a need for signing to support communication, a member of staff trained in sign language will be involved to ensure information is gathered thoroughly, as it would be for any other child in the school.

If a referral is made, the Children with Disabilities Team must also be notified of the concern.

13. SUPPORT FOR STAFF

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

14. ALLEGATIONS INVOLVING SCHOOL STAFF, GOVERNORS, VISITORS OR VOLUNTEERS

Please see the Schools Policy for 'Managing Allegations of Abuse against Staff'.

15. CHILDCARE DISQUALIFICATION CHECKS

The Department of Education (DfE) statutory guidance entitled "Keeping Children Safe in Education" details the requirement for childcare disqualification checks to be carried out on a number of individuals who are covered by the scope of the legislation. The checks arise from the 2009 Childcare (Disqualification) Regulations and the Education Act 2006. Relevant staff members and volunteers providing childcare in a nursery or school setting and those individuals who are directly concerned in the management of such settings must not be disqualified under the terms of the 2006 Act and 2009 Regulations.

The school must ensure that it does not knowingly employ a person who is disqualified under the 2009 Regulations. Staff members can be disqualified by association. This happens when someone who lives or works in the member of staff's household has committed a disqualifying offence, the staff member could be disqualified because of that person's offence even if they have no disqualifying offence themselves.

In accordance with LA guidance the school will require all existing staff working in early years (birth to five) and later years (up to eight) and those concerned in the management of the settings to complete an annual childcare disqualification self-declaration form. New staff will be asked to complete the self-declaration upon entry and going forward on an annual basis. A copy of the self-declaration form and associated information will be kept on employee personnel file and the date of the check and outcome will be recorded on the School Single Central Record.

16. CONFIDENTIALITY AND INFORMATION SHARING

Dealing with safeguarding matters often raises issues of confidentiality, which must be clearly understood by all staff. Staff should take care to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding officers and Children's Social Care. Both teaching and non-teaching staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the police). If a child confides in a member of staff and requests that the information be kept a secret, it is important that the member of staff tells the child sensitively that he / she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's safety. Promises to keep secrets may, therefore, not be in the child's best interests, and the child's best interests must be the determining factor in professionals' interactions with children. Within that context, the child should, however, be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contacts. Child Protection records should be kept securely in a locked cupboard.

KCSIE18 says that 'information sharing is vital in identifying and tackling all forms of abuse'. The school aims to work alongside associated professionals from a range of disciplines (for example social care and health) to ensure the safety and wellbeing of the children in its care, and information is normally shared with these agencies with the consent of the person identified in or by the information. We presuppose that the adult with the authority to make the decision about the disclosure of a child's information is their parent or legal guardian. In some circumstance, where a child or vulnerable person has suffered or is at risk of suffering significant harm, the school may legally share information with other services without the consent of the relevant individual.

17. EARLY HELP

KCSIE18 places a continuing emphasis on 'early help'. It requires all staff to be aware of the early

help process, and to understand their role in it. This includes identifying emerging problems, liaising with a designated safeguarding officer, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Children experience measurable benefits when practitioners recognise their difficulties in a timely fashion, and follow clear procedures to remediate them. The Early Help Assessment (EHA) and Team Around the Child or Family (TAC or TAF) processes are frequently used to engage with children and families, helping them to identify ways forward before the threshold for significant harm is reached. The school's work in this regard conforms to the expectations of the Local Safeguarding Children Board and the Tower Hamlets Family Wellbeing Model.

18. TRANSPARENCY FOR PARENTS

KCSIE18 continues to highlight the school's role in protecting children from abuse. The Local Authority suggests that schools include the following statement for parents / carers.

'All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect.'

A referral to Children's Social Care is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures.'

SPWT has a Child Protection Policy and this refers to Tower Hamlets Local Safeguarding Children Board's Child Protection Procedures. Both of these documents are publicly available and can be consulted by parents / carers.

Any one of the Designated Safeguarding Officers will be happy to discuss any questions or concerns parents / carers may have about Child Protection practice.

19. SCHOOL POLICIES

This policy should be read in conjunction with the following school policies:

- Policy for Visiting Speakers
- Educational Visits Policy and Procedures
- Induction Policy

- Acceptable Use of the Internet
- Attendance Policy
- Behaviour for Learning
- Whistleblowing Policy
- Health and Safety Policy
- Early Years Policy
- E-Safety

LIST OF APPENDICES

1. SPWT Safeguarding Information Sheet
2. SPWT Concern Form
3. SPWT Concern Form – Body Map
4. Types of Child Abuse and their Symptoms
5. Tower Hamlets Multi-Agency Safeguarding Threshold Guide
6. Useful Contacts

Appendix 1: SPWT & SPWF Safeguarding Information Sheet

Child Protection: Guidance for all staff and visitors working with students and families.

All staff have a collective responsibility to promote the safety and welfare of students and to seek to protect them from actual or likely harm.

What should I be concerned about?

- A student who tells you something which could cause harm to them or someone else.
- A student who displays out of character behaviour.
- Information you overhear or are told by a student/parent.
- Signs or symptoms of drug abuse, alcohol abuse, smoking.
- A student who has a lot of unexplained absences or lateness.
- A student who appears dirty, unclean, hungry or uncared for.
- Unexplained bruises or marks.
- Anything else that makes you feel that 'something isn't right' about a student.
- Young children will often role play concerning scenarios.

Note: For the children at the Foundation School, the initial concern may relate to parental behaviour.

What should I do if I have a concern?

Step 1

You must tell someone from the Safeguarding Team the exact nature of the concern. This needs to happen in a private setting.

Step 2

Your concern needs to be confirmed in writing and passed on to the Safeguarding Team as soon as possible and before the end of the school day.

Trust: You can email your concern to safeguarding@spwt.net or give hand-written information to a member of the safeguarding team.

Foundation: Written information should be given directly to a member of the safeguarding team.

In the event that you cannot contact any member of the Safeguarding Team or SLT, then you have an individual responsibility to report the disclosure to Children Social Care. When making the report, please be mindful of the student's home address, as referrals are made in regards to where a student resides and not the school they attend. The contact numbers for Tower Hamlets are as follows:

- **Mon –Fri 9am-5pm 020 7364 5606/5601**
- **Out of hours 020 7364 4079**

If you are not sure whether there is a problem, it is very important that you still pass it on, no matter how small the issue may seem. It may be part of a bigger picture, it is always better to be safe than sorry.

But what if the young person tells me something in confidence?

You must not make promises of confidentiality that you cannot keep. You need to explain to the student that if they tell you something that makes you think they are at risk, you are duty bound to pass on these concerns. If they disclose to you, follow these guidelines:

- Stay calm and be available to listen;
- Listen with the utmost care to what the student is saying;
- Don't 'interview' the student as this may interfere with a police investigation;
- Refrain from asking leading questions;
- Reassure the student and let them know they were right to inform us;
- Inform the student that this information will now be passed on for their safety;
- Immediately inform a member of the Safeguarding Team;

Should I write anything down?

Yes, a detailed written record (date, time, place, full name and what the student said) should be made of the incident or concern. This should be done regardless of whether or not the concern results in a referral to Children's Social Care.

Should I tell the parents?

No – do not contact the parents / Carers. If your concern arises when a parent / Carer is present, inform them that you have a duty to refer the concerns under the Child Protection Guidelines, to the Designated Safeguarding Lead.

Welfare and Wellbeing Team

Trust School					
<i>Name</i>	<i>Room</i>	<i>Telephone</i>	<i>Name</i>	<i>Building</i>	<i>Telephone</i>
Hannora Loveday	0.12	113	Hannora Loveday	Trust 0.12	113
Gloria Lynch	1.27 / 0.58	115	Clare Lynam	North Wing	802
Vanessa Mansfield Taylor	1.27	115	Diane Savva Brown	North Wing	803
Dionne Mottley	1.24	310	Alice Greenwood	North Wing	803
Owen Williams	1.24	310			

The Prevent Duty

This is the name given to our duty to prevent radicalisation and extremism, the Designated Lead for Prevent is Jubair Ahmed (Deputy Head).

Personal student Information

Under no circumstances should student information sheets containing home telephone numbers, addresses and family details be shared with **any** external agencies, unless prior authorisation has been given in writing by a member of the Senior Leadership Team.

Supporting Documentation

1. Statutory 2018 documentation on "Keeping Children Safe in Education" – all members of staff have received a copy. Copies are displayed in offices / key notice boards and are available in the main reception at both schools.
2. The Prevent Duty – June 2015 – copies are available in Room 1.27 in the Trust School and on the Safeguarding noticeboard in the staffroom at the Foundation School.

All staff must read these documents and sign confirmation that they have done so.

Hannora Loveday (Designated Safeguarding Lead)

Name of Safeguarding officer
informed of concern:

Record of action taken:

Appendix 3: SPWT Concern Form – Body Map

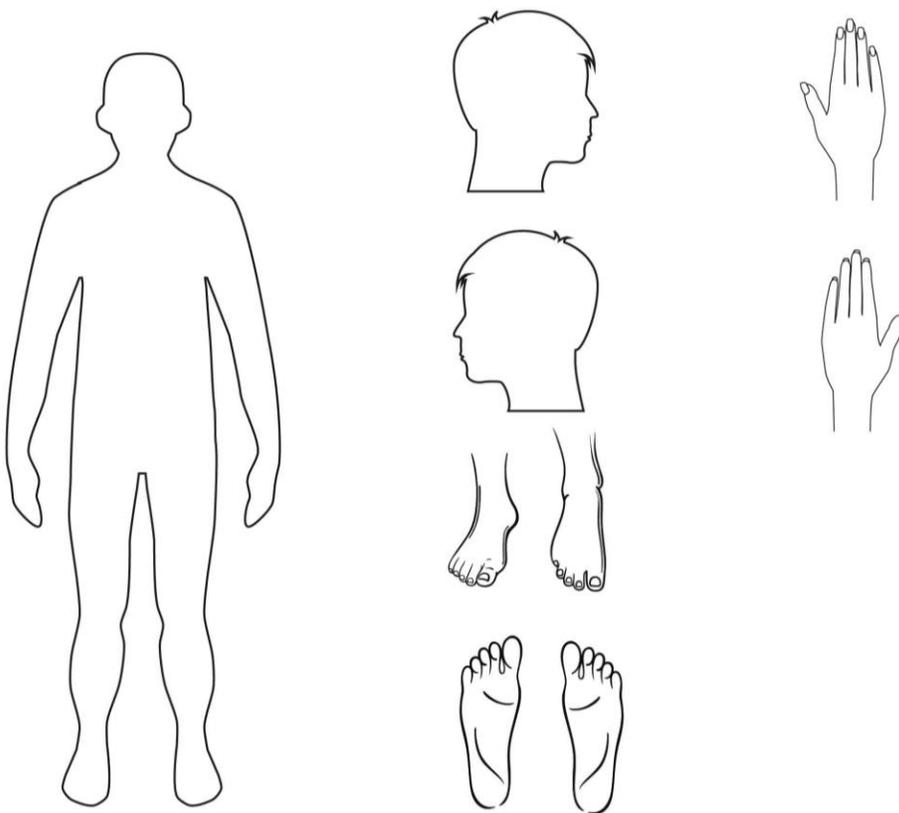


St Paul's Way

Foundation

SPWT Safeguarding Body Map

If a child has a physical injury linked to your concern, please mark the location of the injury and securely attach this form to your concern form.



Appendix 4: Types of Child Abuse and their Symptoms

The following information is taken from *What to do if you're worried a child is being abused – Advice for Practitioners (Department of Education, 2015)*

There are a number of warning indicators which might suggest that a child may be being abused or neglected.

Some of the following signs might be indicators of abuse or neglect:

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

There are four main categories of abuse and neglect: **physical abuse**, **emotional abuse**, **sexual abuse** and **neglect**. Each has its own specific warning indicators, which you should be alert to.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning

or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds;
 - bite marks.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse and Exploitation

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games;
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

Annex A of KCSIE18 has further information about specific forms of abuse. This document has been shared with all members of staff.

Multi-Agency Safeguarding Threshold Guide

The new Tower Hamlets Multi-Agency Safeguarding Threshold Guide has been developed and is based on the Pan-London Continuum of Help and Support.

It introduces four levels of support as well as ensuring consistency across borough boundaries.

The guidance:

- supports and promotes effective, early and consistent identification of needs
- assists professionals in deciding how best to help safeguard/protect children, young people and families
- ensures a timely and proportionate response to the needs of children, young people and families.

The new guidance is owned by the London Safeguarding Children Board (LSCB) given it is the multi-agency framework which ensures children and families receive the right support across London.

Level 1

- Should be met within universal settings
- Includes low level additional needs

Level 2

- Meets the criteria for more formal targeted services delivered as part of the Early Help offer
- Multi-agency intervention, a lead professional and a team around the family approach in addition to support in universal settings

Level 3

- Meets the threshold for social work assessment and support under Section 17 (Child in need), Children Act 1989, in addition to provision in universal settings and by targeted services

Level 4

- Meets the threshold for statutory child protection by social work teams delivered under Section 47, Children Act 1989 in addition to provision in universal settings and by targeted services
- May also include children subject to a care order or children looked after under Section 20 (Duty to accommodate), Children Act 1989

CONTACTS

Telephone

Early Help Hub 020 7364 5006

Multi-Agency Safeguarding Hub (MASH)

020 7364 5601/5606 or 4079 (out of hours)

Email

MASH@towerhamlets.gov.uk

MASH@towerhamlets.gcsx.gov.uk (secure email)



Appendix 6: Useful Contacts

- Mon –Fri 9am-5pm 020 7364 5606/5601 MASH@towerhamlets.gov.uk
[✉ MASH@towerhamlets.gcsx.gov.uk](mailto:MASH@towerhamlets.gcsx.gov.uk) (secure email)
- Early Help Hub 020 7364 5006
- Out of hours 020 7364 4079