



Child Protection and Safeguarding (including Prevent) Policy

Date agreed: To be agreed - 7.2.22

Date for review: (Annual)

This document has been formally approved by the Standards Committee of the Governing Body of Manorfield Primary School. *

See minutes of Standards Committee meeting

Signed by:

_____ Chair of Committee Date: __/__/__

_____ Chair of Governors Date: __/__/__

_____ Headteacher Date: __/__/__

*The Governing Body has agreed to delegate the approval of this document to the Standards Committee

Manorfield Primary School fully recognises its responsibility under section 175 of the Education Act 2002, the government guidance 'Keeping Children Safe in Education' (updated September 2019), Working together to safeguard children (2018) and the Prevent Duty (2015) to have arrangements in place to safeguard and promote the welfare of children.

Through our day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Our policy applies to all staff, paid and unpaid, working in the school including governors. The development of appropriate procedures and the monitoring of good practice in the London Borough of Tower Hamlets are the responsibilities of the Tower Hamlets Children Partnerships (THCP), all professionals must work in accordance with the London Child Protection Procedures.

All staff are aware that a range of other school policies are central to many aspects of this policy and therefore this document should be read in conjunction with our policies for:

- Anti-Bullying
- Attendance
- Online safety
- Supporting Children with Medical Needs
- Staff code of conduct
- Positive Handling
- Whistle Blowing
- Safer Recruitment
- Complaints Procedure
- Data Protection
- Health and Safety

1. Schools Roles and Responsibilities:

1.1 All Staff

At Manorfield Primary School we believe that safeguarding and child protection is the responsibility of **ALL** adults working with children within the school.

All staff will read and understand part 1 and Annex A of the Department for Education's Statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

- Effut Bashir is our current deputy safeguarding lead and takes lead in dealing with safeguarding and child protection concerns on a day to day basis. Paul Jackson and Katie Kendrick are our Designated Leads and should be consulted if Effut Bashir is not available. In the event that none of the above people are available please speak to our assistant heads about your concern.
- For further information please see Appendix 2 'What should I do' flow chart

- Designated and deputy safeguarding lead, senior leadership team and governors will be familiar with the expectations on school in the context of the phasing out of local safeguarding boards. Under the new local arrangements our 3 safeguarding partners will be the Local Authority, Health and the Police.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct policy, the role of the designated safeguarding lead (DSL), and the behaviour policy,
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including statutory duties such as reporting FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), Child Criminal Exploitation (CCE), Serious Violence, FGM and Radicalisation.

1.2 Role of the Designated Safeguarding Lead

- The DSL takes lead responsibility for child protection and wider safeguarding.
- During term time, the DSL will be available during school hours for staff to discuss any Safeguarding concerns.
- The contact details of the DSL and deputy DSL can be found on the cover sheet of this policy.
- When the DSL is absent, the deputy/deputies will act as cover. If the DSL and deputy/deputies are not available, the head teacher must arrange for appropriate cover (for example, during out-of-hours/out-of-term activities).
- The DSL will be given the time, funding, training, resources and support to: provide advice and support to other staff on child welfare and child protection matters;
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- Contribute to the assessment of children; refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly;
- The DSL will also keep the head teacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

1.3 Role of the Head-teacher:

The head teacher, or where appropriate her/his deputy, is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction; communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable;

1.4 The Governing Board and the LADO

- The governor's board will approve this policy at each review, reviews of this policy will happen at least on an annual basis.
- The regional governance team will hold the Headteacher to account for its implementation.
- **Rob Smith** is our nominated governor for child protection and safeguarding. As part of his role he is responsible for :
 - liaising with the head teacher and the Designated Safeguarding Lead to produce an annual report for the local authority
 - Liaising with the Headteacher and Designated Safeguarding Lead over all matters regarding child protection issues.
- The Regional Education Director, or when appropriate, the Deputy Regional Education Director, will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate
- The LADO is responsible for managing all child protection allegations made against staff and volunteers who work with children and young people

1.5 Record Keeping

It is the responsibility of all staff to record clear and detailed records of concerns raised about children. In the event that you are concerned that a child is at risk of significant or immediate harm it is essential that this is shared verbally with the DSL or in their absence a member of the senior leadership team immediately. It is the responsibility of this staff member to then record this on our online child protection portal 'Safeguard' at the soonest opportunity before the end of the day.

Records will be kept of all outcomes and referrals made, in the event where it is not deemed appropriate to refer to children's social care at that time a record will be kept of this decision and the reasons that have led to this decision being made.

When a child moves school all relevant child protection information will be forwarded to new school in accordance with the child protection record keeping guidance.

1.6 Confidentiality and Information Sharing:

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the Designated Safeguarding Lead or Headteacher.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior leader or Children's Social Care as required.

- Ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including domestic violence notifications.
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Ensure staff are clear with children that they cannot promise to keep secrets.

1.7 Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.
- undertake appropriate discussion with parents/carers prior to involve another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

2. Procedures for Staff where there are concerns about a child:

Please see 'What should I do' flowchart appendix 2.

- Pass on your concern to the DSL as soon as is possible. Child protection must take precedence above all else. This can be done through the 'safeguard' recording system however, in the event of immediate or significant risk to the child this must be done verbally.
- As soon as is possible record your concern on our online 'Safeguard' system.
- Remember confidentiality and do not share your concern with other.
- Do not discuss your concern with parents or carers unless this has been specifically agreed and authorised by DSL.

If a child discloses something directly to you always remember the 4R's-Receive, Reassure, React and Record.

1. RECEIVE

- Listen to the child/young person. If you are shocked at what the child/young person says to you try not to show it. Take what the child/young person says to you seriously - children and young people rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. If they meet with revulsion or disbelief, children and young people may retract what they have said.
- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, "Why didn't you tell me before?"

2. REASSURE

- Stay calm. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like “I’ll stay with you”, or “Everything will be all right now”.
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. “You are not alone - you are not the only one this sort of thing has happened to”.
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.
- Empathise with the child/young person. Don’t tell them what they should be feeling.

3. REACT

- React to the child/young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example “Did he touch your penis?”
- Be careful about what you ask the child; you may taint any evidence being put before a court.
- Use open questions, such as, “Is there anything else you would like to tell me?” or “When did it happen?”
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff. • Explain what you have to do next and to whom you have to talk to.
- Inform the appropriate person according to the outlined procedure/protocol.

4. RECORD

- As soon as is reasonably practicable make notes on what has happened using the and input onto the online safeguard system.
- Record place, date, time and details of the child/young person involved. Record any noticeable non-verbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- Use the ‘skin map’ on the safeguard system to indicate positioning, size and location of any injuries you have identified/observed.

- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT. A fact is any event that can be perceived by one of the five senses.

Supporting the child

Give the child time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.

Identify the support network available to yourself, as certain disclosures can be emotive.

What happens next?

When the Designated Safeguarding Lead receives any concern, they can talk it through with the Duty Officer on The Child Protection Advice Line, a service provided as part of Tower Hamlets Children's Services MultiAgency Safeguarding Hub (MASH).

TOWER HAMLETS CHILD PROTECTION ADVICE LINE – 020 7364 3444

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

The Child Protection Advice Line operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the Advice Line and it is believed the child may be at immediate risk the Children's Social Care Out of Hours Team or the Police will be contacted without delay. If there are any concerns that a child may be at risk of immediate harm, the police will be contacted by dialling 999.

Contacts

Tower Hamlets Child Protection Advice Line
Tel: 020 7364 3444

Multi-Agency Safeguarding Hub (MASH) previously known as Integrated Pathways & Support Team (Referral Point)
Tel: 020 7364 2972 / 3859 / 5601 / 5606 Out of Office Hours (5pm – 9am) Tel: 020 7364 4079 Police

Child Abuse Investigation Team (CAIT)
Tel: 020 8217 6484

Local Authority Designated Officer (LADO)
Melanie Benzie

Business Support for LADO function:
Donna Glynn

Contact Details:
Email: LADO@towerhamlets.gov.uk
Secure email: LADO@towerhamlets.gcsx.gov.uk
Telephone enquiries: 020 7364 0677

In an emergency, contact the Police – Dial 999

If the Designated Safeguarding Lead decides that it is not a child protection matter, a record will still be made of the incident and kept in the child protection files.

3.Safeguarding and Child Protection in Specific Circumstances:

Owing to the nature of the day-to-day relationship children at Manorfield Primary School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the DSL- For categories, definitions and signs to look out for of child abuse please see appendix 2.

3.1 Safeguarding:

It is important that all families of children attending Manorfield Primary School feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe in school.

Manorfield Primary school will do so by:

- Promoting a caring, safe and positive environment where children feel secure, are encouraged to talk and are listened to
- Ensuring staff are appropriately trained in safeguarding and child protection according to their role responsibility and keep this up training up to date.
- Ensure children are aware that there are adults in the school which they can approach if they have a concern.
- Include opportunities in the curriculum for children to develop skills to recognise and stay safe from all forms of abuse. The implementation of statutory guidance from the DfE from September 2020 to include online safety and sex education as a mandatory part of the national curriculum will play a key part in this.
- Ensuring that we teach our children a broad and balanced curriculum that promotes British values (defined in the prevent duty guidelines as democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths or beliefs).
- Working in partnership with other agencies involved in safeguarding children
- Always following safer recruitment procedures when appointing staff.
- Welcoming visitors in a safe and secure manner (all visitors must sign in, read key safeguarding information and wear a visitor's badge)

3.2 Safeguarding children with Special Education Needs (SEN) and Disabilities:

As part of the school curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling who to tell, good and bad touches and good and bad secrets. The content of these lessons will also be shared with parents and carers so that these skills can be supported at home.

Some of the children who attend our school have communication difficulties, we are aware that this may make them more vulnerable to abuse as they are unable to express themselves to others. Instead such children will often exhibit changes in behaviour as signs and indicators of abuse recognised by staff with good knowledge of the child. Where necessary the school will provide additional training staff with the use of PECs. Supervision by senior leader will be vigilant to create a protective ethos around the child.

3.3 Changing Pupils who have wet or soiled themselves (not SEN pupils)

If a child has soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- A member of staff collects clean clothing and wet wipes if required.
- Child undresses themselves as appropriate in one of the toilet areas.
- A member of staff waits outside the toilet area.
- If the child needs assistance, the member of staff will call another member of staff in their phase to assist.
- Both members of staff must be within sight of each other and the dignity of child maintained at all times.

3.4 Changing Pupils who have wet or soiled themselves (SEN pupils)

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above.

3.5 Working with Vulnerable Children

All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

The school will support the pupil through:

- Curricular opportunities to encourage self-esteem and self-motivation.
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- the school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- liaison with other agencies which support the pupil such as Children's Social Care and Child and Adolescent Mental Health Services (CAMHS).

- A commitment to develop productive and supportive relationships with parents/carers.
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers.

3.6 Working 1:1

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open.

3.7 Use of mobile phones during school hours

Personal mobile phones should not be used in class. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices over 3G/4G. If members of staff use their equipment in this way they are still expected to follow professional standards when doing so. They should not bring the school into discredit or disrepute.

3.8 Online use of mobile phones outside of work

Inappropriate actions taken online outside of work on a mobile device could be taken into consideration when assessing suitability for employment and future employment. Staff, or prospective staff, will need to be aware of how their online activity may be perceived from a professional perspective.

3.9 Photography using mobile phones

Nearly all mobile phones have in built cameras and that if used whilst at work, in school, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff should not use the camera within their personally owned phones whilst on school business. Staff should always use school-owned cameras or ipads unless use for a specific purpose has been agreed by the head-teacher.

3.10 Further safeguarding procedures:

- All staff in school have an up to date DBS and List 99 check.
 - DBS checks are updated every 3 years
 - All safeguarding information is held on our Single Central Record
 - The Headteacher, Deputy Headteacher, Assistant Headteacher for Inclusion, and the School Business Manager, as well as a Governor, are trained and qualified in effective safeguarding procedures for recruitment of staff (See Safer Recruitment Policy and Procedures).
 - The Assistant Headteacher (Inclusion) and Parent Liaison Officer are trained in Child Protection procedures. They are the named Designated Safeguarding Leads.
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- Many procedures for ensuring that children are safe at Manorfield are detailed in other policies, including Restraint, Anti-Bullying, Health and Safety, E-Safety and Acceptable Use (of ICT), Whistleblowing, Complaints procedure, Behaviour and Code of conduct. Staff are aware as to how they can reduce the risk of allegations being made against them.

3.11 Extended Schools & Before and After School Activities (on or off school site)

During before and after school activities, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the school will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

3.12 Child Protection in specific circumstances:

"All staff should be aware of indicators of abuse and neglect so they are able to identify cases of children who may be in need of help and protection. [...] All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another".

Keeping Children Safe in Education (DfE, 2019)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
 - Emotional
 - Sexual
 - Neglect
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- Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are specific types of abuse that our school is alert to.
 - If a child makes a direct allegation of abuse or has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available this will not be discussed with parents/carers in the first instance. The concern will be reported to the Duty AWA by telephoning the Child Protection Advice Line.
 - If a less distinct injury is noticed or if the child makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the Designated Safeguarding Lead will raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries, a pattern of absences from school or any other concerns before these injuries are noticed, the incident will still be recorded and kept in the child protection file.
 - Any suspicion of sexual abuse or actual disclosure by a child that he or she has been sexually abused must be reported immediately to the Duty AWA, who will complete the Record of Concern form and contact the appropriate investigative agencies.
 - Parents/carers should not normally be informed at this stage as this may jeopardise the investigation and the safety of the child.
 - In cases where there is an allegation of, or concern about, sexual abuse a strategy meeting will be held in order to decide on the most appropriate way to proceed. The referrer will normally be invited to the strategy meeting.

For a detailed definition of the 4 main types of abuse and warning signs to look out for please see Appendix 1.

3.13 Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

School will contact the Child Protection Advice Line if there is a concern that a young person may be at risk.

Further information can be found on the London Safeguarding Children Board's website:

Safeguarding children at risk from child sexual exploitation -
http://www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

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3.14 Child Criminal Exploitation (CCE) and County Lines

Child Criminal Exploitation is defined as:- *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'*

As included in KCSIE, all staff should be aware of indicators which may indicate that a child is involved or at risk of becoming involved in serious violent crime and or criminal exploitation.

This may include:

- A Noted change in behaviour
- Unexplained gifts or new possessions
- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- Signs of assault or unexplained injuries
 - Increased use of mobile phone or social media.

All staff should be aware of the associated risks and understand the measures in place to manage them.

School will contact the Child Protection Advice Line if there is a concern that a young person may be at risk.

Further information can be found at:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

3.15 Serious Violence:

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity. All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime. These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

As a school we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions. We will report concerns of serious violence to police and social care.

3.16 Female Genital Mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK. FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK. The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

Indications that FGM may be about to take place include:

- the family comes from a community that is known to practise FGM. The practice is most common in the western, eastern, and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among people from these areas.
- a child may talk about a long holiday to her country of origin or another country where the practice is prevalent, including African countries and the Middle East.

- a child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion.
- a child may request help from a teacher or another adult.
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

- a child may spend long periods of time away from the classroom during the day with bladder or menstrual problems if she has undergone the most severe form of FGM.
- a prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM.
- professionals also need to be vigilant to the emotional and psychological needs of children who may/are suffering the adverse consequence of the practice (e.g. withdrawal, depression etc).
- a child requiring to be excused from physical exercise lessons without the support of her GP.
- a child may ask for help.

It is illegal in the UK to allow girls to undergo FGM either in this country or abroad. It is important to note that **ALL** staff have a duty to report personally any concerns they may have about girls at risk of FGM to the police. Any concerns must be immediately shared with the DSL and teachers are aware that they have a mandatory duty to report known cases of FGM.

Further information can be found on the London Safeguarding Children Board's website and the fact sheet from the World Health Organisation:

Safeguarding children at risk from FGM - http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html

World Health Organisation Factsheet - <http://www.who.int/mediacentre/factsheets/fs241/en/>

3.17 Forced Marriage Honour based violence

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.

Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates, meaning victims are a risk for their parents and families.

School staff should respond to suspicions of a forced marriage or honour-based violence by alerting the DSL who will make a referral to children's social care services and if the risk is acute, to the Police Child Abuse Investigation Team.

School staff should not treat any allegations of forced marriage or honour-based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit www.fco.gov.uk/forcedmarriage or 020 70080151 and the Honour Based Violence Helpline 0800 599 9247. Again, as with all concerns, please alert the DSL as soon as possible.

3.18 Domestic Violence

Domestic violence and abuse can be defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

We at Manorfield Primary School recognise that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. Where concerns exist that a pupil may be at risk of domestic violence and abuse or experiencing relationship abuse, the DSL will be informed as soon as possible and concern will be logged on Safeguard.

The DSL will take appropriate action to ensure children and young people are kept safe and will seek advice from Child Protection Advice Line where necessary.

3.19 Allegation from pupils against other pupils, (Peer on Peer Abuse , including upskirting)

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Child on child abuse can manifest itself in many ways.

This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, sexting" or sexually harmful behaviour We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable

Please see our Anti- Bullying policy for further information.

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear.

The intent of 'upskirting' is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between pupils, we will follow the peer on peer abuse procedure.

If staff in the school are made aware that 'upskirting' has occurred, then this will be treated as a sexual offence and reported accordingly.

3.20 Sexual violence and sexual harassments between children

Sexual violence and sexual harassment may occur between two children of any age and sex. It may occur though a single child or group of children sexually harassing or being sexually violent towards another child or group of children, it may happen both physically or verbally, online or offline. It can take many different forms; inappropriate sexual play, harmful sexual behaviour, sexting, grooming etc.

The Sexual Offences Act 2003 states that the age of consent is 16 years of age. Children under the age of 13 years of age cannot consent to sex.

When a child commits an act of sexual violence or harassment against another child, consideration should always be given that this may constitute as abuse. Evidence suggests that girls, children with SEN and LGBT children are at greater risk.

It is important that all disclosures are taken seriously and never considered as 'banter', victims are supported and there is a clear message that it is never acceptable.

Any experience of sexual violence and sexual harassment is likely to have a significant impact on a pupil's emotional well-being and adversely affect their educational attainment.

Sexual violence can be defined as:

- Rape - intentional penetration by a male of the vagina, anus or mouth using a body part or other item, if the person being penetrated does not consent
- Assault by penetration – intentional penetration by person of the vagina or anus using a body part or other item, if the person being penetrated does not consent
- Sexual assault – intentionally touching another person in a sexual way if the person being touched does not consent
-

Sexual harassment can be defined as:

- Sexual jokes or taunting
- Physical acts, such as deliberately brushing against someone or interfering with their clothes
- Displaying sexual pictures, photos or drawings of a sexual nature

- Online sexual harassment, such as sharing sexual images/videos (sexting), inappropriate sexual comments on social media, exploitation, coercion and threats. If not challenged, sexual harassment can normalise inappropriate behaviours and create a culture that may lead to sexual violence.

Should it be deemed that a young person or child may have been abused/abused another a referral as per our usual safeguarding procedures should be followed. The DSL will notify children's social care/ the police as appropriate.

It is recognised that it is of the utmost importance that the needs and safety of both alleged perpetrator and the victim are considered. Issues relating to the safety of victims or potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator.

The response to reports of peer-on-peer sexual violence and sexual harassment will be decided on a case by case basis with the DSL taking a lead role, supported by other agencies as required. Multi-agency advice and support should always be sought in cases involving sexual assault and violence.

Where scenarios involve working with children's social care, staff must not wait for the outcome of an investigation before protecting the victim and other children. It is important that school works closely with children social care to ensure that actions do not jeopardise a statutory investigation. There must be immediate consideration for safeguarding victim, alleged perpetrator and all other children above all else.

3.21 Substance misuse

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations, when there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

3.22 Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate child protection procedures.

This is particularly important if the following factors are present:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.

- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- disturbed moods as a result of withdrawal symptoms or dependency.
- unsafe storage of drugs and/or alcohol or injecting equipment.
- drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

3.23 Homelessness

A pupil's welfare can be affected if they are homeless or at risk of becoming homeless.

The DSL will be able to assist families in getting them support; in addition to discussions and supporting letters that can be provided to the Local Housing Authority, it may be deemed necessary to make a referral to children's social care if the child has been harmed or is at risk of harm.

Indicators that a family may be at risk of homelessness includes household debt, rent arrears, domestic abuse and anti-social behaviours as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

3.24 Private Fostering:

A private fostering arrangement is one that is made privately, without the involvement of a Local Authority, for the care of a child under the age of 16 years of age by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Each party involved in the private fostering arrangement has a duty to refer it to the Local Authority at least six weeks before the arrangement is due to begin, and not to do so would be an offence.

The school has a duty to inform social care services if we become aware of a private fostering arrangement that has not been shared with the Local Authority. Although there is no duty for the school to be informed of private fostering arrangements it would be helpful if the family could pass on the information to ensure support can be put in place. Further information on private fostering can be found at <https://www.privatefostering.org.uk>

4. Preventing violent extremism - radicalisation

We all have a role to play in building 'One Tower Hamlets' and making the borough a place where people from all backgrounds get on and live safely together. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Safeguarding from radicalisation is no different from safeguarding from other forms of harm, and concerns should be referred to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

All staff will clearly understand the pathways for vulnerable individuals and be aware of how to refer people in the local authority.

The speed of radicalisation through this means is extremely fast and so staff should remain alert to any indications of changes in views or behaviour and bear in mind that radicalisation is not limited to one particular profile or group.

Visitors will be thoroughly vetted through appropriate checks, for example, an online search of the person and the organisation they are from. Speakers will be checked out by whoever books them. If there are any concerns, the school will engage with the local police or LA Prevent lead to find out about the individual. Any speaker who has not got full DBS clearance, will not be allowed unsupervised contact with children.

4.1 Young people drawn towards extremist ideology

Decisions to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

4.2 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 such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour

4.3 What should staff do?

Staff, visitors and volunteers should report any concerns to the Designated Safeguarding Lead, as they would for any other child protection issue.

If the Designated Safeguarding Lead has concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, they should 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.
- Seek consent to complete a CAF assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Positive in and out of school hours programmes access to holiday programmes, parenting programmes to ensure consistent messages between home and school.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family.
- 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, the school will refer the case to the Social Inclusion Panel (SIP) using the CAF form. If in doubt, REFER.

At Manorfield, one-off events are not enough. Prevent is embedded into the curriculum. Although the Prevent Duty recognises schools as 'safe places' where children can discuss sensitive topics including terrorism, extremist ideas and how to challenge these ideas, schools must forbid political indoctrination and present political issues in a balanced way.

In Tower Hamlets the SIP is the panel which performs the function of 'channel' for those under 18 (a multiagency discussion and planning around cases requiring Prevent interventions). The external reporting of Prevent concerns is usually to the Social Inclusion Panel rather than IPST. This is because Prevent interventions are voluntary and preventative.

Key Contacts

Chair of Social Inclusion Panel (SIP)

(Liz Vickerie)

Tel: 020 7364 6448

Email : liz.vickerie@towerhamlets.gov.uk

For adults (those 18 or over), cases should be referred to the Safeguarding Adults Panel (SAP)

SAP Prevent Project Manager

(Nojmul Hussain)

Tel: 020 7634 4691

Email: nojmul.hussain@towerhamlets.gov.uk

If at any stage you are concerned that a child or young person is at imminent risk of harm you should also contact the Child Protection Duty Line

Tower Hamlets Child Protection Advice Line

Tel: 020 7364 3444

If you suspect someone is actually engaged in terrorist activity, you should also contact the Police or the antiterrorist hotline immediately

Police – Dial 999

Anti-terrorist hotline – 0800 789 321

4.4 Prevention

The school addresses the risk of children being drawn into terrorism and extremism through the curriculum and other activities, including:

- work on community cohesion, tolerance and anti-violence addressed throughout the curriculum
- open discussion and debate of issues and the law in a supportive environment
- critical appraisal of information sources / internet resilience / identifying propaganda – relevant for all subjects but especially when using the internet for research
- Philosophy for Children (P4C)
- anti-bullying work
- rewarding positive behaviour
- pastoral and induction support
- curriculum work on safety, risk and crime prevention
- opportunities for channelling positive engagement e.g. charities / community work

4.5 Internet security

For more information please see our online safety policy

There are very powerful narratives, programmes and networks that young people can come across online or through social media including Facebook and Twitter. The government and the police are working with internet providers to remove as much terrorist propaganda as possible but it continues to be uploaded and circulated. This means the involvement of an individual with particular groups may not be outwardly apparent as the contact is made through the internet. Also those at risk may be encouraged not to draw attention to themselves. Schools should assume that pupils have access to such material and promote counter- narratives as a matter of course.

Use of the internet provides vulnerability to radicalisation. There are two factors which will impact upon online safeguarding - user behaviour and network security.

Manorfield Primary School has an Acceptable Use (of ICT) Policy, which includes access to private email on the network, ensuring web connected pupil computers are in public areas, and monitoring browsing history. All pupils and staff, know what to do should they become concerned about something they find, or contact they receive, online.

Our internet server provider is the London Grid for Learning. Most Tower Hamlets schools use the LGFL. This has several layers of filtering:

- there is a global list of filtered sites that is determined by the Internet Watch Foundation, followed by a pan-London layer, also in compliance with the Internet Watch Foundation, applied across the capital by Atomwide
- there is a LA layer where additional bespoke filtering for the borough can be applied, such as key words and URLs
- there is a school layer. Again with the ability to request specific URLs to be blocked (or allowed), or key words to be added to the proscribed list usually by a member of staff.

Every school has the rights to amend their school filtering settings. A member of staff, often the ICT coordinator or ICT technician, will have the necessary access rights. Training on how to do it is available from LGFL and Atomwide. The LGFL website has documents to explain these policies and processes in detail under the Support tab on their website www.lgfl.net. If pupils are required to log in using individual USOs it is possible to track their personal online activity. Further levels of security can be added with other LGFL services such as Webscreen2 and MailProtect.

4.6 Interventions to protect children at risk from radicalisation

- Increased adult support, supervision and encouragement
- Positive buddying programme
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Support from a school attached police officer
- Advice on online safety (for pupils and parents)

And referrals (usually through SIP) for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support 14
- Specialised theological / educational programmes
- Intensive Family Support Programmes

Appendix 3 has a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages. Where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child/ young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support. At the top of the triangle are those cases that are beyond Prevent because they are already involved in violent extremism

4.7 Commissioned services

In the event that the school commissions a service we will ensure the Prevent Duty is followed by that provider.

4.8 Record-keeping

We will maintain appropriate records to evidence compliance with the Prevent Duty.

4.9 Training

All staff and governors will be offered/receive Prevent training. Staff have received training to support them in recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff. Governors will access training through governor workshops.

A poster summarising Prevent issues and referral procedures has been circulated to schools and is displayed in the kitchen and staff rooms.

5. Visitors and use of school premises / facilities

- Manorfield Primary School monitors the activities of any clubs or groups operating under the name of the school.
- Where appropriate, checks will take place (online search of the person and the organisation they are from, checking the content of their discussion)
- Speakers will be checked out by whoever books them. If there are any concerns the school will engage with the local police or LA Prevent lead to find out about the individual.
- Visitors will be expected to read and agree to a visiting speaker's agreement which ensures they uphold the values and policies of the school.
- In the event that Manorfield does allow external organisations to use school premises and facilities for meetings and events, similar checks will be completed prior to letting.

6. Safer Recruitment and Dealing with allegation about members of staff

- For further detail on Manorfield's dedication to safer recruitment please see our safer recruitment policy.
-
- The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2016 and the Tower Hamlets Safer Recruitment Policy).
- Where a member of staff commences any activities in school before the DBS is available then separate barred list checks will be carried out (Keeping Children Safe in Education 2021)
-
- Any allegation of abuse made against a member of staff will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of an allegation, it will be

reported to the Chair of Governors. The school will follow the procedures set out in Part four of Keeping Children Safe in Education.

- The school will consult with the Child Protection Advice Line and the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education' and the LSCB's policy on 'Managing Allegations Against Staff in Children, Schools and Family Settings'.
- The Headteacher or Chair of Governors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's Code of Conduct. As part of the induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- All staff have signed to confirm that they have read a copy of the Code of Conduct.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny

7. Attendance and Children missing from education

We know that a child's unexplained absence from school could mean that they are at risk of harm and that a child going missing from education is a potential indicator of abuse or neglect. We have a clear attendance policy, and:

- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable
- We will also always report an unexplained absence of a child with a Child Protection Plan to the child's social worker on the same day
- We will always report a continued absence (10 or more school days) about which we have not been notified by the parent or carer to the Local Authority's SEN Team and Education Welfare Service
- We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date
- We maintain accurate attendance and admission registers (all pupils are on both), in line with statutory requirements. This includes paying careful attention to off-rolling pupils in association with the local authority and knowing, and recording, pupil destinations consistently on the admission register. Where a pupil destination is unknown, and unable to be sought after significant follow up, the local authority, education welfare service and/or social care services will be informed

8. Sexting

The UK Council for Child Internet Safety (UKCCIS) have produced guidance for schools on how to tackle sexting and 'youth produced sexual imagery' as sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to child sexual exploitation.

The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

- All incidents involving sexting and youth produced sexual imagery should be responded to in line with the school's online safeguard system .
There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

9. Online Safety

We recognise that pupils' use of the internet is an important part of their education but that there are risks associated with its use. We have an online safety policy that is based on the DfE's 'teaching online safety in school' guidance (June, 2019).

It addresses how we seek to minimise these risks in our schools and teach pupils how to stay safe when using the internet in their lives outside of school. We also recognise that all members of staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

10. Children in the court system:

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There is guidance available on the government website that explains the process and support that are available for children.

Making child arrangements via the family courts following a relationship breakdown can be an extremely stressful time for the whole family. The Ministry of Justice has launched an online child arrangements information tool which parent/carer(s) may find helpful as it offers clear information in the dispute resolution service.

Further information on the court system can be found at:
<https://helpwithchildarrangements.service.justice.gov.uk/>

11. Children with parents in prison:

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (<https://www.nicco.org.uk/>) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Appendix 1:

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four recognised types of abuse and it is important that all staff and volunteers know what they are and how to recognise them. These definitions are based on the documents 'Working Together to Safeguard Children 2006' and 'What to do if you are worried a child is being abused'.

Physical abuse

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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs of physical abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment which appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Signs of sexual abuse:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need reassurance
- tendency to cry easily
- regression to younger behaviour such as thumb sucking, acting like a baby
- complaints of genital itching or pain
- distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- unexplained gifts of money
- depression and withdrawal
- apparent secrecy
- wetting day or night
- sleep disturbance or nightmares
- chronic illness, especially throat infection or venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing eg. for sport
- phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model pupils displaying none of the characteristic signs of sexual abuse.

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children.

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

Signs of emotional abuse:

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over reaction to mistakes

- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (eg. rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive stealing or scavenging
- social isolation
- desperate attention-seeking behaviour
- depression, withdrawal
- air of detachment ('don't care' attitude)

Neglect

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in serious impairment to the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Signs of neglect:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or poor attendance
- untreated medical problems
- destructive tendencies
- low self-esteem
- neurotic behaviour
- poor or no social relationships
- running away
- compulsive stealing or scavenging

Poverty and neglect are totally different – they are not equivalent states.

Appendix 2:

Keeping Children Safe at Manorfield - Safeguarding

What should I do if I have concerns about a child's well-being?

Suspicion

If you are worried that a child has come to harm or is at risk of harm in any way at all, you must complete a **'COMMUNICATION'** on the online Safeguard Software System. To ensure that the safeguarding lead is aware of the concern, you must add **Effut Bashir's** name in the 'notify staff' drobox.



Disclosure

If a pupil makes a disclosure to you, listen and reassure them. Let them know you need to pass on the information. Tell them what will happen next. You must complete a **'SAFEGUARD'** concern on the online Safeguard System. This will automatically be sent to all senior staff.



In addition, you must also let the safeguarding lead **Effut Bashir** know that you have or are due to complete an online record of the concern. If your concern is 'life-threatening' or you feel a child is at risk of serious harm, and Ria is not available, do not hesitate to speak to **Paul Jackson, Katie Kendrick** or an **Assistant Headteacher**.

Maintain confidentiality

Do not talk about it with other staff; even in the staffroom.
Do not speak to parents or other pupils at this stage.

Once your concern has been recorded and any action to be taken decided, you will receive a response on the online safeguard system. Where possible Effut Bashir will also speak to you in person about your concern and actions to be taken.

If you do not receive an acknowledgement within 48 hours (24 where you have a serious concern), then please go and see **Paul Jackson**, speak to **Alison Clifford** (PA to the Headteacher), or e-mail Paul Jackson Head@Manorfield.towerhamlets.sch.uk.

In the unlikely event that no senior leader is available and you feel that a CP Referral should be made to Tower Hamlets Children's Social Care, then you can do this yourself by calling **0207 364 3444 (020 7364 4079 out of hours)** and then inform **Effut Bashir** or **Paul Jackson** that a referral has been made.

Should you have a concern and no-one is available, call **Paul Jackson** – 07752874674, leaving a clear message that you have a serious safeguarding concern, with your name and number to call you back.

This can be done at any time.

If in doubt, complete a form!

The forms are in the staffroom.

We must report EVERYTHING.

Remember "It could happen here".

Do not leave it until the next day. Do not try to investigate. DO NOT HESITATE TO ASK FOR ADVICE

Appendix 3

PREVENT Triangle of Intervention

