

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

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### **Introduction**

The Trustees and Staff of Eastside Young Leaders' Academy have a significant contribution to make to safeguarding children and promoting their welfare. We recognise that all staff, including volunteers, have responsibilities and an active part to play in this and in protecting our pupils from harm.

All staff and Trustees believe that our organisation should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development and welfare of the individual child.

### **The aims of this policy are:**

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or risk of abuse.
- To provide a systematic means of monitoring children known or thought to be vulnerable or at risk harm.
- To emphasise the need for good levels of communication between all members of staff.
- To explain the system and procedure within the organisation which will be followed by all staff if they are worried about a child's welfare or if they are being abused?
- To develop and promote effective working relationships with other agencies such as the Education Welfare Service, Education Psychology Service, Police and Social Services.
- To ensure that all adults within our organisation who have access to children or who have access to information, data or meetings concerning children have been checked as to their suitability via their references and the Disclosure and Barring Service (DBS).

Our organisation procedures for safeguarding children will be in line with the Local Authority (LA), the Local Safeguarding Children's Board (LSCB), The All London Child Protection Procedures and Working Together to Safeguard Children Guidance.

We will ensure that:

- We have a designated member of staff who undertakes regular training every two years (Carol Murraine)
- We have a member of staff who will act in the designated member's absence (the Deputy, Anne Collard or the Director, Ray Lewis).

- We have a consultant to the board of trustees, designated to monitor Child Protection (***Dawn Ferdinand***)
- Depending upon their role, all members of staff will undergo basic safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive regular updated training as required but at least every three years.
- All members of staff will know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk.
- All temporary staff and volunteers having contact with our pupils will be checked (DBS) and given a copy of this policy or a brief checklist of what to do.
- All **parents/carers** are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures.
- All pupils are made aware of the Child Protection Policy and who they can speak to in organisation if they are worried or concerned.
- Our procedures will be regularly reviewed and up-dated.
- All new members of staff will be given a copy of our child protection procedures as part of their induction into the organisation.
- Child Protection Awareness and updates will be carried out as part of our INSET and Continuing Professional Development (CPD) with all staff annually with a staff discussion and review of the Policy taking place in September each year.

## **Procedures and Responsibilities**

Academy procedures for safeguarding children will be in line with Newham Safeguarding Board, Child in Need/Child Protection Procedures and The Home Office Prevent Strategy.

A copy of 'What to do if you are worried about a child being abused' is available for all staff to read and annual CP training is based on its guidance. The Keeping Children Safe in Education guidance can also be downloaded from:

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90161/keeping-children-safe-in-education-2023.pdf)

## Responding to disclosure and Referral Procedures

If a disclosure is reported to you:

- 1) **Ensure** the young person is safe and reassured. Respect their right to privacy and time to talk without interruption.
- 2) **Listen** to what is being said to you without pressure, judgement or horror. Do not ask leading questions. Always believe what the young person has told you. A young person who is freely recalling significant events should not be interrupted.
- 3) **Reassure** the young person calmly and gently that they have done the right thing in telling you. **Do not promise confidentiality**. You must inform the designated member of staff for Child Protection. Explain to the young person that to safeguard them, you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when.
- 4) **Do not** ask the young person to remove any item of clothing to show you any injuries.
- 5) **Report** what you have been disclosed to the designated member of staff as soon as possible or her deputy in her absence.
- 6) **Record** in a clear and precise way what the young person has told you as soon as possible whilst it is still fresh in your mind.

Use actual words from sentences spoken by the young person rather than an interpretation of what was said.

- Specific facts relating to named people, dates, places, times and context of disclosure should be recorded accurately.
- Ensure you have signed, stated who you are, and dated the recording.
- If any injuries are visibly shown, record where they are and what they look like.
- Remember, all recordings must be accurate and factual and dated, as you may be required to produce the information as evidence for any further action that may follow.

## Responsibilities

The designated member is responsible for:

- Following the organisation policy and procedures with regard to referring a child if there are concerns or an allegation of abuse.
- Keeping written confidential records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without

explanation for two days is referred to Social Services.

- Ensuring that all staff are kept up to date with regular Safeguarding and Child Protection briefings and that all staff receive regular training that is recorded and monitored.
- Representing the organisation at external safeguarding meetings and forums, including the Local Safeguarding Children Board (LSCB).
- Championing the safeguarding of young people in our organisation.
- Reviewing and auditing all safeguarding systems, processes and policies.
- Once an incident has been reported, the designated member of staff will consult with or report any disclosures by making a referral to The Duty, Referral and Assessment Team.
- If the young person is already known to the Social Services, the allocated Social Worker or the named team with responsibility should be contacted.
- A CAF form should be sent with the Child Protection Front sheet (if required) within 48 hours of the telephone referral.

If the organisation cannot get through to the Duty and assessment team: Contact the Child Abuse Investigation Team (CAIT)

#### **A referral will need clarification of:-**

- The reason for referral
- Details of young person i.e. Name, address, Date of Birth, etc. Any other agencies involved
- Nature of concerns
- Any urgent action required to ensure that the young person is safe from harm
- Any need for medical attention or hospital referral
- If the young person's parent/carer is aware of the referral
- Any action required to gain parental consent

The designated person for Child Protection will record the referral in the CP file, sign, date and record the name of the person they spoke to.

#### **Timing of Referrals**

Organisations have no legal right to stop the young person from going home at the end of the day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.

It is particularly important that any concerns about the safeguarding and protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any organisation holiday breaks. This is to safeguard the young person and ensure systems are in place,

but also to ensure that relevant staff are available to attend any strategy meetings, conferences or to provide reports.

### **Supporting and Safeguarding**

The organisation community will:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM and radicalization.
- Ensure that all children know there is an adult in the organisation whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- Staff will work effectively with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet
- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.
- We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the organisation may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our organisation will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the organisation.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the organisation, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new organisation.

## Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Director or designated member will only disclose information to other staff on a “need to know” basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- Child protection information must be sent through a secure electronic system or courier if required.
- Pupils’ records must not be sent by post.

## Supporting Staff (including sessional staff)

- We recognise that staff working in the organisation who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated member of staff and to seek further support as appropriate.

## Allegations against staff

- Staff should behave at all times in a professional manner towards students, bearing in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent or make the child feel uncomfortable.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Director unless the allegation is about the Director.

The Director on all such occasions will discuss the content of the allegation with the **LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer)**

- The LADO or duty LADO ( Tel. [0203 373 7232](tel:02033737232))
- Children and Young Peoples Safeguarding team (Social Services) Duty Officer Direct Line [020 33734600](tel:02033734600) or via Newham [020 8430 2000](tel:02084302000)
- The Development Officer at the Local Safeguard Children Board ([020 8430 2000](tel:02084302000)extension 42491 or 42493)
- The Duty Officer at the Child Assessment and Investigation Team (Newham North or South [0208 430 5670](tel:02084305670) or [0208 430 5669](tel:02084305669) (9-5pm), Emergency Duty Team [0208 552 9587](tel:02085529587) (5pm-9am)

- The Principal Officer at the Children Planning and Review Centre (CPRC) ([020 8430 6593](tel:02084306593))
- The Police Child Protection Team (Stratford [020 8217 5465](tel:02082175465))
- If the allegation made to a member of staff concerns the Director, the member of staff **must** contact the **LADO, the LA Lead Officer, HR Officer and Chair of Trustees immediately**. The Chair of Trustees will act in conjunction with the Trustee with responsibility for safeguarding and child protection. They will consult with the LA's Lead Officer for Child Protection.
- The organisation will follow the DfE/Local authority procedures for managing allegations against staff.
- The Director, Designated Safeguarding Lead or Chair of the Board of Trustees may ring the LADO or the LA Lead Officer for consultation at any time.

### **Safe Recruitment**

- Trustees will, when appointing staff, take account of the guidance 'Safeguarding Children and Safer Recruitment in Education' and any procedures issued or provided by the DfE.
- The Organisation will maintain a Single Central Record, detailing the range of checks carried out on staff and relevant volunteers: references, ID and DBS disclosures and a training log.
- The Single Central Record will demonstrate that the required Children's List (List 99) or enhanced DBS checks have been carried out.
- Documentation sent out to potential candidates will make it clear that child protection is a high priority of the organisation and that rigorous checks will be made of any candidate before appointments are confirmed:
  - All references will be taken up and verified
  - A reference will always be obtained from the last employer
  - At interview candidates will be asked to account for any gaps in their career/employment history
- All appointments to the Organisation's workforce, including staff recruited from overseas, will require an enhanced DBS (Disclosure and Barring Service) Disclosure and offers of appointment will be made conditional on the Organisation being satisfied that the prospective employee is a fit and proper person to work with or in proximity to children and young people.
- All contracts with third parties that involve the provision of staff to work in the Organisation will ensure that comparable checks are made by the provider in relation to any person engaged to work with or in proximity to children and young persons. Any staff who have not been so checked will be supervised by a person who has been cleared as a fit and proper person to work with or in proximity to children and young people.
- Volunteers who are in unsupervised contact with students will require an enhanced DBS disclosure.

- ID checks will be carried out on all appointments to the Organisation workforce before an appointment is confirmed.
- The Organisation will carry out further checks as appropriate on staff recruited from overseas, if in the opinion of the organisation the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post and this will be done before the appointment is confirmed.
- Temporary or casual staff who do not have a current enhanced DBS Disclosure will not be allowed to work with or in proximity to children and young people unless supervised by a person who has been cleared as a fit and proper person to work with or in proximity to children and young people.
- The Organisation will ensure that DBS checks on existing members of staff are currently valid.

### **Whistle blowing**

- We recognise that children cannot be expected to raise issues that worry them if they feel unsafe or they feel that they will not be taken seriously or where staff fail to act in response to their concerns.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues in regard to their behaviour or treatment of pupils.

### **Acceptable Physical Intervention or Restraint**

Corporal punishment was abolished by section 548 of the Education Act 1996. It is always unlawful to use force as a punishment. However, Section 93 of the Education and Inspections Act 2006 enables organisation staff to **use such force as is reasonable in the circumstances** to prevent the pupil from doing or continuing to do any of the following:

- Committing any offence (or, for pupils under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to property of, any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the organisation or among any pupils receiving education at the organisation, whether during a teaching session or otherwise.

The provision applies when a member of staff, or other authorised person, is on the organisation premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of organisation activity.

- There is no legal definition of 'reasonable force' but, to be judged lawful, the force must be in proportion to the circumstances it is intended to prevent.
- We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to achieve the desired effect. We adhere to the local authority policy on physical intervention or restraint.



- Members of staff and other persons authorised by the Director may intervene if a student is causing damage to property or behaving in a way which endangers themselves or others.
- Safer handling training will be given to staff as necessary.

In most situations the following protocol will be followed when intervening with students for the reasons outlined above:

- Initially they will try to calm the student and defuse the situation.
- If the student does not respond, staff will tell the student that their behaviour is unacceptable and will give instructions for the student to desist from their actions.
- In exceptional circumstances, if the student continues to present a danger, staff may need to use passive physical contact (e.g. standing between students or blocking their path), to protect others from danger.
- If the student continues to endanger others, the staff member will tell the student that they cannot be allowed to continue threatening others and may have to be restrained if they do not comply with instructions to stop
- In extreme situations (such as fights) the above process could result in more significant harm as physical intervention would be delayed. Consequently, staff may use physical restraint immediately if it is deemed that not to do so may result in significant injury to a student/students. However, restraint must only be used to contain the danger from the student in exceptional cases and teachers must satisfy themselves that this is the only way to contain a real and present danger.
- To be judged lawful 'reasonable force', the force must be in proportion to the circumstances it is intended to prevent. It should be the minimum to achieve the desired effect.
- The member of staff or other person is not expected to place themselves in danger. They should judge whether their duty to protect others would dangerously compromise their own safety
- If restraint is used, the member of staff will submit a report of the circumstances and outcome to the Director if requested to do so.
- The Designated staff will inform the parents and give them an opportunity to discuss the incident.
- In some cases, such as with SEN students, there may be medical advice about the safest way to hold pupils with specific health needs
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
  - There is post-incident support from the leadership team for any member of staff or other person who has had to resort to restraint, as required.

## **Bullying**

Bullying is a Safeguarding and Child Protection Issue. A separate policy on bullying is held by the organisation and details the action that will be taken in respect of an allegation of bullying.

- Bullying includes physical, verbal, written as well as bullying on the internet or mobile phone.
- It may be homophobic or racial in content.
- Incidents of bullying may lead to a referral and consideration under child protection procedures. This includes bullying by mobile phone or internet.

## **E- Safety and Cyber Bullying**

- The Organisation promotes the safety awareness for all students through lessons, to ensure students are not placed in a position of being bullied.
- Further guidelines can be found in the Organisation **IT Internet Policy**.
- The Organisation follows procedures as laid out in the Police and DfE guidelines.

## **Use of personal 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. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities

## **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 always use school-owned cameras or tablets if taking photographs of children.

## **Domestic Violence**

Domestic violence is a safeguarding and Child protection issue. Any child or young person who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma, and are likely to be at risk of emotional damage and or physical injury.

- Allegations of domestic violence or the risk of or witnessing of such incidents will be referred to the Duty and Assessment Team under our Child Protection Procedures.

## **Forced Marriage**

This is a safeguarding and CP issue. Eastside Young Leaders' Academy will ensure:

- All staff need to be aware of any signs that would indicate a pupil is concerned that they may be taken away.
- There are close checks on requests for holidays abroad or requests for leave of absence.

- There is close monitoring of Attendance and reasons for absence.
- All concerns regarding the possibility of Forced Marriage will be referred to the Duty and Assessment Team.

### **Child Trafficking and Sexual Exploitation**

The Organisation has in place a clear system for requesting proof in order to check the validity of parents/carers and who have parental responsibility in line with guidance from the All London Procedures. Relevant information will be passed on as required when students move on.

### **Further information on Preventing Radicalisation under The Counterterrorism and Security Act**

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. Every member of staff recognises that the safeguarding of children exposed to radicalisation and extremism should be approached in the same way as other risks and vulnerabilities.

All staff want to increase children's resilience and make them aware of how they influence and participate in decision making. We promote pupils' spiritual, moral, social and cultural development and within this, British Values.<sup>1</sup>

### **Prevention**

We recognise that the organisation plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The organisation community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the organisation whom they can approach if they are worried or in difficulty.
- Provide a pastoral system that values and respects the individual.
- Assign students to groups where they have daily opportunities to develop positive relationships with their peers under the guidance of the tutor.
- **Ensure** that the five Every Child Matters outcomes are central to the curriculum.
- In all subjects, design lessons to support students' development in ways which will foster security, confidence, self-esteem and independence.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Consider in the PSHE curriculum issues which may impact on student welfare and safety: drug

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<sup>1</sup> The Prevent duty: Departmental Advice for schools and childcare providers (2015)

and alcohol abuse, sex education and preventing teenage pregnancy.

- Ensure all children do not have access to internet chat sites at our organisation and warn them of the dangers of using these sites outside organisation.

### **Allegations against other children**

At Eastside we believe that all children have a right to attend our leadership programme and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy behaviour policy.

This policy should be read in conjunction with the following;

- Safeguarding and child protection policy
- Anti – Bullying Policy
- Keeping Children Safe in Education September 2022

### **Safeguarding allegations**

Occasionally, allegations may be made against students by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the academy
- indicates that other pupils may have been affected by this student
- indicates that young people outside the academy may be affected by this student

### **Examples of safeguarding issues against a student could include:**

- Physical Abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- Emotional Abuse
- blackmail or extortion
- threats and intimidation
- Sexual Abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

## **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour ( For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- encouraging other children to attend inappropriate gatherings
- Photographing or videoing other children performing indecent acts
- photographing or videoing other children performing indecent acts
- In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

## **Minimising the risk of safeguarding concerns towards pupils from other children**

On occasion, some students will present a safeguarding risk to other children. The academy should be informed that the young person raises safeguarding concerns, for example, they are coming back into the academy following a period away or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

## **What to do if an allegation is made**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the academy's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## **Sexting**

All incidents involving youth produced sexual imagery should be responded to in line with the academy safeguarding and child protection policy. When an incident involving youth produced sexual imagery comes to the academy's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate staff
- 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.

For further information refer to the guidance 'Sexting in Schools' [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sexting-in-schools)

## **Health and Safety**

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the organisation environment and when away from the organisation when undertaking organisation trips and visits.

Eastside Young Leaders' Academy ensures the safety of its environment for pupils through:

- Controlling access to the site.
- Conducting an accessibility report and acting on its recommendations. There are special arrangements for students and staff with disabilities to access all areas of the site (see separate Equalities plan).
- Ensuring that we comply with Health and Safety requirements for all on-site and off-site activities including staff to young person ratios. This will be differentiated according to age requirements: 1:8 for 8-12 year olds and 1:10 for 13-16 year olds.
- Requiring risk assessments before allowing any trips, visits or work experience placements.
- Vigilant monitoring to guard against intruders, antisocial behaviour and drug and alcohol misuse on site.
- Curriculum activities and social areas compliant with Health and Safety requirements.
- Work experience arrangements that include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities.
- A single entry / exit access point, supervised by staff.
- Passes issued to visitors with prior appointments, after their identity has been checked.
- Visitors being met at reception and escorted into the Organisation.
- CCTV monitoring of the site, internal and external.
- A signing-out book for students with permission to leave the site.
- A record of staff and visitors signing in/ out.

- Supervision of students at break and lunchtimes.

### **Roles and Responsibilities**

The Designated Person for Child Protection is responsible for reporting suspected cases of child abuse to the LSCB and cooperating with any investigations or provisions made for a child who is placed on the Child Protection Register. They will monitor the policy and report annually to the Board of Trustees.

The second Designated Person is responsible for deputising in the absence of the Designated Person.

All staff are responsible for keeping the five outcomes of the Every Child Matters agenda at the heart of their teaching. They must be alert to signs of child abuse and report any suspicions to the Designated Person.

All support staff are responsible for being alert to signs of child abuse and report any suspicions to the Designated Person.

The Data Manager is responsible for maintaining correct information on students. The Attendance officer, mentor or other appropriately designated staff is responsible for notifying Social Services if a child on the Child Protection Register is absent for more than two days.

The Director is responsible for maintaining the safety and security of the site and ensuring safe access for students with disabilities.

The IT coordinator is responsible for maintaining safe systems of internet access, blocking any undesirable (e.g. pornographic, racist, violent) sites.

The Director is responsible for ensuring the effective delivery of the Safeguarding Policy.

The Board of Trustees is responsible for monitoring this policy and ensuring that the organisation complies with its statutory duties in regard to safeguarding children.

### **Monitoring and Evaluation**

All students at risk and with Child Protection Plans are monitored on a weekly basis at Organisation based multi-agency meetings where appropriate.

- All students at risk and with Child Protection Plans are monitored by the designated safeguarding lead, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate.
- The designated safeguarding lead meets the Director regularly and keeps the deputy informed of all child protection cases.
- The designated safeguarding lead provides the designated trustee with a briefing paper every six weeks and discusses updated information more frequently where appropriate.
- All staff regularly receive updated Child Protection information and training.
- All adults working on a temporary or casual basis are required to read and sign updated Child Protection guidelines before working with students.

<b>Date Adopted</b>	<b>Dates reviewed/amended</b>
<i>June 2015</i>	<i>September 2018 / November 2019/ September 2020/ September 2021/September 2022/ September 2023</i>
<i>Next Review</i>	<i>Autumn 2024</i>

30.09.23 



# Appendix A

## Definitions of Child Abuse

### 1. *Criteria for Registration and Categories of Abuse*

All children have certain basic needs, which include:

- Physical care and protection
- Affection
- Stimulation
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

A conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following terms for abuse are used. They are intended to provide definitions as a guide; in some instances more than one category may be appropriate.

**Neglect:** The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

**Physical Abuse:** Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

**Sexual Abuse:** The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

**Emotional Abuse:** Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment. This categorically should be used only where it is the sole form of abuse.

## **NEGLECT**

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

### ***Signs to look out for:***

- Dirty unkempt appearance of child, in overall poor condition, thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

### ***Associated factors***

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

### ***Action to be taken***

If a member of staff has concerns about the well-being of a child in his / her class, a discussion should take place with the designated safeguarding staff, records should be kept, and when appropriate Social Services staff are informed by the *designated safeguarding staff*.

## **PHYSICAL ABUSE (Non-Accidental Injury)**

Location of injury: it should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

### ***Signs to look out for:***

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

### ***Common Medical / Physical Factors Associated with Physical Abuse***

#### a) Bruising

- facial bruising around the mouth and groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

#### b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc, but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non- accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

***Associated Factors***

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident and Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

***Action to be taken***

If a member of staff has concerns that a pupil in his/her class may be suffering from physical abuse, the designated safeguarding staff should be informed, and detailed records kept (including dates injuries noted). The designated safeguarding staff will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

**SEXUAL ABUSE**

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgmental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

***Signs to look out for:***

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness

- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall disheveled appearance

### ***Action to be taken***

If any member of staff has concerns that a child in her/his class may be suffering from sexual abuse in any form, they must discuss this with the designated safeguarding staff, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

### **EMOTIONAL ABUSE**

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of organisation, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

### ***Signs to look out for:***

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs

- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

***Associated Factors:***

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

***Action to be taken***

If a member of staff is concerned that a pupil in her/his class is being emotionally maltreated, it should be reported to the designated safeguarding staff, detailed records should be kept, and when appropriate, Social Services staff informed by the designated staff.



## Appendix B

### Social Services Contact List

LB Newham Social Services	020 8430 2000 (main switchboard)
LB Waltham Forest	020 8496 3000 (main switchboard)
LB Havering Social Services	01708 434343