Safeguarding and Child Protection
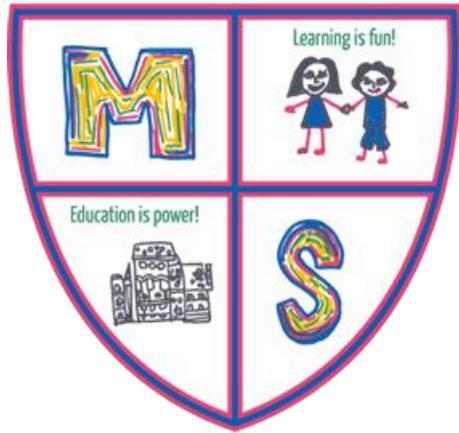

Marner Primary School, Devas Street. Bow, London, E3 3LL
Telephone: 020 7987 2938
Email: admin@marner.towerhamlets.sch.uk
Headteacher: Mr. Nick Hague

Table of Contents

Aims and Objectives

At Marner Primary School our core responsibility is for the safety and well-being of the children in our care. As such we take our responsibility for safeguarding, including our statutory responsibilities, very seriously. Only if children are safe and happy are they able to fulfil their potential in their learning.

We achieve this objective by:

- Establishing a safe environment in which children can learn and develop.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. Pupils are taught about safeguarding as a part of the national curriculum through PSHE, SRE and Religious Education.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Staff development and learning to recognise children in need of protection.

In order to safeguard and promote the welfare of children, the school will act in accordance with the following guidance:

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE 2019)
-

We have a number of policies in place that contribute to our safeguarding commitment including our Child Protection and Online Safety Policies. All our policies can be viewed in the Policies section of the school website.

What is Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children have the best outcomes.

Child protection is the protection of children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

Designated persons:

Designated Safeguarding Lead: Nick Hague (Headteacher)

Deputy Designated Safeguarding Leads:

Rumina Rahman (Safeguarding Officer)

Janice Long (Deputy Headteacher)

Carol Doherty (Assistant Headteacher)

Sam Sharpe (Assistant Headteacher)

Email: safeguarding@marner.towerhamlets.sch.uk

Governor with responsibility for

Local Authority Governor: Helen Witty

What are the categories of abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse: a form of abuse which 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.

Sexual Abuse: involvement of a child or young person in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as the production/trading of child pornography, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Emotional Abuse: the persistent emotional maltreatment of a child which causes severe and adverse effects on the child's emotional development and self-esteem. It may involve making a child feel that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature making a child unhappy by continually belittling them or verbally abusing her/him. It may involve age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger.

Indicators of Abuse

Child abuse can present in many different ways. There may be evidence of abuse through a child's appearance, for example an unkempt appearance or weight loss. Poor attendance, such as repeated infections can be an indicator of abuse. As well as unexplained delays in seeking treatment which is needed and incompatible explanation. There may be physical symptoms such as:

- Constant minor injuries
- Unexplained bruising; bruise marks in or around the mouth, black eyes, grasp marks and finger marks, bruising of the ears, linear bruising (particularly buttocks or back) and differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability

There may be behavioural evidence such as:

- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Sexually precocious behaviour/sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Resistance to PE (undressing) or school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Reluctance to return home after school/running away

Specific Safeguarding Issues

Guidance on the issues listed below can be accessed via the GOV.UK website:

- Bullying including cyberbullying
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

Safeguarding & Child Protection Procedures

In reporting any concerns, all adults in school must follow the following procedures. If a child discloses abuse or a member of staff is concerned that he or she could be at risk of significant harm there are three things to do:

1. Report in writing (and verbally) immediately to the Headteacher (designated safeguarding lead) or the deputy safeguarding leads.
2. Do not speak to the parents/carers
3. Do not promise the child that it will be kept a secret

The designated safeguarding lead will evaluate to see whether the concern meets the threshold for referral to the Child Protection Advice Line (CPAL). If appropriate CPAL will be called and referral made to the Multi-Agency Safeguarding Hub (MASH) may be made.

If the above is not appropriate then all referrals are discussed with the schools social worker and a decision made as to action to be taken.

Outcomes of concerns that have been reported to a designated safeguarding lead:

➢ Parent meeting

➢ Signposting support for family

➢ Early Help

➢ Referral to CPAL/MASH

Protecting Vulnerable Children

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
• Communication barriers and difficulties in overcoming these barriers

Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focussed action plans that sufficiently respond to their needs. The school will endeavour to support the pupil through:

• The content of the curriculum.
• The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
• The school SEN policy which supports children with SEN and disabilities.
• An effective partnership between the SENCO and designated safeguarding officers should identify children with the highest risks. By linking the information on the school's SEN register and those who score highly on other risk factors, resources can be effectively focussed.

The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Early Help

Early Help is the term used to describe how support is provided to children, young people and their families, as soon as problems start to emerge. The aim is for families to get help as early as possible, so things don't get worse.

With the right support at the right time, things can actually improve. As a family member this might mean that you access Early Help support yourself or that professionals work with you and your family.

Organisations and agencies that can provide Early Help include:

- Health, e.g. through Health visitors
- Schools, nurseries and colleges
- Voluntary and Community Organisations
- Police
- Housing providers
- Employment agencies with WorkPath
- Family Information and Advice Service
- Children's Centres
- Youth Hubs
- Parenting programmes
- Domestic Abuse services and Victim Support
- Child Adolescence Mental Health Services (CAMHS)
- Early Help and Transition team (working with adolescents)

You can contact the Tower Hamlets Early Help Hub on 0207 364 5006 (option 2 – 9am-5pm on weekdays).

You can also try browsing the Local Offer directory for an organisation that can help you – http://www.localoffertowerhamlets.co.uk/

What to do if you're worried about a Child?

If you are worried or have concerns about a child or a young person, who you think may be abused, neglected or harmed – please contact:

Child Protection Advice Line (CPAL) & Multi-Agency Safeguarding Hub (MASH) - 9:00am to 5:00pm weekdays	Tel: 020 7364 3444 Tel: 020 7364 5601/5606
Tower Hamlets Early Help Hub 9:00am to 5:00pm weekdays	Tel: 020 7364 5006 – Choose Option 2
Children's Social Care Emergency Out of Hours Duty Team (5:00pm onwards)	Tel: 020 7364 5006 – choose Option 3
Police Child Abuse Investigation Team (CAIT)	Tel: 020 8217 6484

If you are concerned about an adult who works with or has direct contact with children in their place of work, either as a paid staff member or volunteer – please contact:

Local Authority Designated Officer (LADO) - Melanie Benzie	Tel: 020 7364 0677 Email: LADO@towerhamlets.gov.uk
NSPCC Whistleblowing advice line	Tel: 0800 028 0285 Email: help@nspcc.org.uk

In an emergency, contact the Police – Dial 999