

# Marathon Science School

## Safeguarding Policy

### Key Contacts

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**Designated Safeguarding Lead (DSL):** Halil Batarlar, Housemaster

Tel: 074 826 68808

**Headteacher:** Uzeyir Onur

Tel: 077 142 87150

**Nominated Safeguarding Governor:** Uzeyir Onur

Tel: 077 142 87150

**Chairman of Governors:** Kamil Canbay

Tel: 077 382 272141

**Reviewed:** August 2017

**Renewal:** August 2018

**Reviewed By:** DSL/GB

## Definition of safeguarding

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Ofsted adopts the definition of safeguarding used in *the Children Act 2004* and in '*Working Together to Safeguard Children*'. This can be summarised as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to numerous aspects of school life including:

- pupil's health and safety;
- the use of reasonable force;
- meeting the needs of pupils with medical conditions;
- providing first aid;
- educational visits;
- intimate care;
- internet or e-safety;
- appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying;
- racist, disability, and homophobic abuse;
- radicalisation and extremist behaviour;
- child sexual exploitation;
- sexting;
- substance misuse;
- issues that may be specific to a local area or population (e.g. gang activity and youth violence);
- particular issues affecting youth violence, sexual exploitation, female genital mutilation and forced marriage. (Ofsted, 2016)

*"Everyone who comes into contact with children and their families has a role to play in safeguarding children." (DFE Guidance, 2014, Keeping children safe in education)*

## Statutory Framework

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Statutory guidance in *Keeping Children Safe in Education* (April 2014) and *Working Together to Safeguard Children* (March 2015) sets out how individuals and organisations should work together to safeguard and promote the welfare of children. It requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused of or suspected of abuse.

## Designated Safeguarding Lead (DSL)

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The DSL will:

- ensure that the Pan – London Child Protection Procedures are followed in the school as Marathon school has boarding facilities in Hackney, and a school in Lewisham, hence we need to be aware of both boroughs procedures;
- ensure that all staff are aware of these procedures;
- ensure that appropriate training and support is provided to all staff;
- develop effective working relationships with other agencies and services;
- decide whether to take further action about specific concerns (e.g. refer to Children's Social Care);
- liaise with Children's Social Care Teams over suspected cases of child abuse;
- ensure that accurate records relating to individual children are kept in a secure place; submit reports to and attend child protection conferences;
- ensure that the school effectively monitors children identified as 'at risk';
- provide guidance to parents, children and staff about obtaining suitable support;
- be aware of minimum standards and regulations relating to boarding schools and ensure that the school meets these requirements.

## Definition of Harm

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Harm: Ill treatment or the impairment of health or development (impairment suffered from seeing or hearing the ill treatment of another). '*Development*' means physical, intellectual, emotional, social or behavioural development; '*Health*' means physical or mental health; '*Ill treatment*' includes sexual abuse and forms of ill-treatment which are not physical (Adoption and Children Act 2002 Section 10)

NB: *The Adoption & Children Act 2002 s1120* amended the definition of *Harm* to include those instances where a child may witness domestic violence.

## **Recognition of Significant Harm**

Any allegation of a sexual nature, or parents whose behaviour may present risk because of:

Domestic violence, drug & alcohol abuse and mental health problems; any physical injury caused by assault or neglect which requires medical attention; repeated incidents of physical harm; any contact with a person assessed as presenting a risk to children, or children who live in low warmth, high criticism environments, and children who suffer from persistent neglect; children who may be involved in prostitution; other circumstances where professional judgement and/or evidence suggesting that a child's health, development or welfare may be significantly harmed.

## **Indicators of Abuse**

Physical:

Unexplained injuries or burns, bruises, finger marks, fear of undressing or medical help. Improbable explanations for injuries, fear of returning home or parents being contacted, and unexplained absence from school.

Neglect:

Constant hunger, poor personal hygiene, inappropriate clothing, frequent lateness, and non-attendance. Poor social relationships, constant tiredness, independent, street wise, no parental support for education and compulsive stealing or scrounging.

Emotional Abuse:

Fear of new situations, inappropriate emotional responses, self-harm, can't accept praise, and low self-esteem. Lack of home support, depression, withdrawn, social isolation – doesn't get involved.

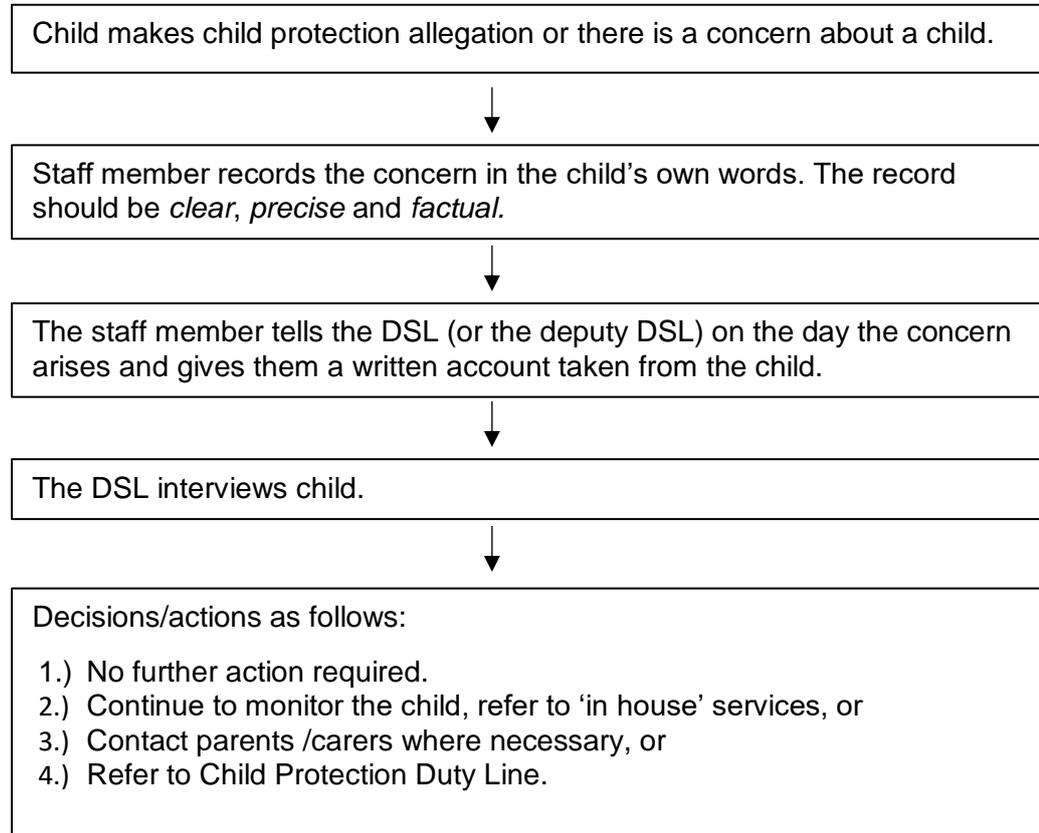
Sexual Abuse:

Bruises, scratches, bite marks on the body, persistent infections in the anal or genital area. Any sexual awareness inappropriate for the child's age – shown in drawings, play or vocabulary. Frequent masturbation, changes in behaviour, refusal to stay with certain people. Presence of self-harm, depression, low self-esteem and pregnancy.

## School Procedures

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(see separate guidance below re. radicalisation/extremism)



**LB Lewisham, the Local Authority Designated Officer (LADO)**

Tel: 0208 314 3114

**Hackney Safeguarding Service Duty**

Tel: 0209 356 2710

## When to be Concerned

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

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries;
- regularly has unexplained injuries;
- frequently has injuries (even when apparently reasonable explanations are given);

- gives confused or conflicting explanations regarding how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age;
- discloses an experience in which he or she may have been significantly harmed;
- gives other (peers and or adults) reasons to believe that he or she may be suffering significant harm.

## Dealing with a disclosure

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If staff are concerned about a child who has an injury which is not typical of the bumps and scrapes normally associated with children's injuries, but the child has not disclosed any information, the member of staff should:

- ask what has happened;
- listen to the child's response;
- follow the 'pupil disclosure' bullet points (see below).

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

- not promise confidentiality;
- reassure him/her that what has happened is not his/her fault;
- stress that it was the right thing to do;
- if necessary, ask open questions, not leading questions;
- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which might not be possible to keep;
- listen rather than ask direct questions;
- not criticise the alleged perpetrator;
- explain what must be done next and who needs to be informed.

## Record Keeping

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When a pupil has made a disclosure, the member of staff should:

- make brief notes as soon as possible after the conversation;
- the recording must be clear, precise and factual;
- not destroy the original notes, in case they are needed for further investigation;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- record statements and observations rather than interpretations or assumptions.

## Allegations Involving School Staff

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These relate to: a member of staff who has behaved in a way that has harmed a child or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way that indicates he/she is unsuitable to work with children.

- Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:
  - behaved in a way that has harmed or may harm a child;
  - possibly committed a criminal offence against a child;
  - behaved towards a child that indicates that he/she is unsuitable to work with children.
- All allegations must be reported immediately.
- Headteacher must be informed and the person must be identified.
- Allegations against the DSL should be reported to the headteacher.
- If the allegation made to a member of staff involves the Headteacher, the member of staff will immediately inform the Chairman of governors, Kamil Canbay, who would consult LADO.
- All procedures must be applied with common sense. Every incident must be taken seriously and followed up accordingly.
- LA officers must be informed immediately. Parents must be informed – it must be handled very sensitively.
- If there is any risk of serious harm and LA officer is not reachable than the police may be contacted

## Radicalisation and Extremism

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*“Schools have a duty of care to their pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism.”* (DFE Prevent Duty Guidance)

### 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 or other non-proscribed extremist groups;
- ‘out of character’ changes in behaviour, dress or peer relationships.

### What should staff do?

If we have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, we should respond as we would to all vulnerable children. The DSL (Halil Batarlar) Should be contacted immediately, with a written statement if possible. In their absence colleagues should contact the Headteacher (Uzeyir Onur).

## **Interventions**

Interventions to support pupils will depend upon the issues of each individual case. However, they may include:

- review meetings with family;
- increased adult support (via support for attendance; learning; behaviour, counselling or referral to an external agency/voluntary organisation);
- provision of opportunities for involvement in extracurricular activities;
- support from the attached school police officer;
- parents can be advised of parental support groups.

## **Prevention**

Following local authority guidance, marathon science school recognises that in a school context, five strands that support the prevention of violent extremism are to:

- understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and
- model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- understand how to prevent harm to pupils by individuals who are vulnerable through strategies to support, challenge and protect;
- increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect to others;
- use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

### **Within the curriculum:**

- CPSHEE
- Assemblies
- Seating plans
- Registration/tutor time
- Curriculum offer, including coverage of citizenship, social, moral, spiritual and cultural issues (see also DFE document 'Promoting Fundamental British Values')
- Displays
- Visiting speakers
- School Behaviour Policy
- Internet safety awareness

### **Beyond the Curriculum:**

- Enrichment & extra-curricular events / activities
- Use of borough support
- Links with community and / or faith groups

## **Awareness training**

Awareness training for staff regarding radicalisation and extremism will be part of general safeguarding training, with specific induction for staff new to the school.

## **Confidentiality**

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Although the guidance has been updated, the DFEE circular 10/95 acknowledges that Child Protection raises issues of confidentiality that must be clearly understood by all staff in schools. The circular advises that all staff in schools, both teaching and non-teaching staff, have:

‘a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children Schools and Families and the Police). If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child’s sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Safeguarding records should be kept securely locked.’

## **Missing Children**

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“A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school’s or colleges procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in the future” (Keeping Children Safe in Education – September 2016) The Attendance and Welfare Advisor has regular scheduled meetings with Heads of Year. The SLT lead for attendance also meets regularly with the AWA and all relevant designated administrative staff. Records are kept of all pupils admitted to the school and those pupils leaving for whom rigorous checks are carried out.