



MARATHON SCIENCE SCHOOL



Safeguarding and Child Protection

Start date: Oct 2022

Review date: Oct 2023

Safeguarding and Child Protection Policy

Marathon Science School

Head Teacher : Mehmet YILMAZ

Named Designated Safeguarding Lead(s)

Note: All schools must appoint a member of the senior leadership team to coordinate safeguarding arrangements.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors
Mehmet Yilmaz	Halil Ibrahim Sarikaya Fatih Akcay	Omer Faruk Demir	Kamil Canbay

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Mehmet Yilmaz	Fatih Akcay	Kamil Canbay	Omer Faruk Demir

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1. Introduction

Everyone at Marathon Science School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children. Our school staff form part of the wider safeguarding system for children to prevent concerns from escalating. Our school will work with Children and Families Service, the police, health services and other relevant agencies to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, contractors and/or apprentices, working in or on behalf of the school. It provides information about the actions the school expect from all staff, it will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; ; [Keeping Child Safe in Education \(2020\)](#) [Keeping Child Safe in Education \(2021\)](#), [Keeping Children Safe in Education \(2022\)](#), [Working Together to Safeguard Children \(2018\)](#) and [London Safeguarding Children Procedures \(7th Edition\)](#).

Everyone working in or for our school must share the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

2. Our School's Commitment

Marathon School is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

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 children to have the best outcomes.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education, those experiencing extra-familial risk or with a special educational need or disability;
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be disruptive and/or challenging;

- Children can be both victims and perpetrators of abuse;
- Children who harm others may have been maltreated themselves;
- Allegations against staff can be made, however careful and safe our recruitment practices.

3. Our Approach to Safeguarding Children

Marathon School will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (Mehmet Yilmaz) (or Deputy DSL Fatih Akcay, Halil Ibrahim Sarikaya) and that their concerns will be taken seriously. There will always be a DSL (or Deputy DSL) on site, boarding and school and they will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

4. Roles and Responsibilities

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns, read Part 1 of [Keeping Child Safe in Education \(2022\)](#).

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children and Families Service;
- Have knowledge of the [CHSCP Escalation Policy](#), the [Local Authority Designated Officer](#) (LADO) role, the [conduct of a child protection case conference](#) and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction safeguarding training and receive regular updates;
- Access resources and attend any relevant or refresher training courses at least every two years.

1. Sign of Abuses

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;

- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or others' safety;
- self-harm;
- show other signs of deterioration in mental health;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become uninterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about, drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age; or
- be showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised criminal groups.

Raising Awareness

- Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- Where a child leaves the school, ensure the child protection file is copied for the new setting in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.

5. Our Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including exploitation;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively including the assessment of pupils, the attendance initial child protection conferences, core group and other necessary meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy.
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed

in staff rooms;

- Operate the procedure for managing allegations effectively and refer relevant concerns to the [Local Authority Designated Officer \(LADO\)](#);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.
- A culture of listening and taking account of everyone's wishes and feelings is encouraged.

6. Our Governing Body will ensure that:

- The school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the [7th Edition of the London Safeguarding Children Procedures](#) and the statutory guidance [Keeping Children Safe in Education 2021 /2022](#) for dealing with allegations of abuse against staff and volunteers;
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- There is a named Governor lead for safeguarding and Designated Safeguarding Lead(s) within the school;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- Comply with the City and Hackney Safeguarding Children Partnership s11 auditing requirements;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher ;
- Where services or activities are provided on the school premises by another group or individual, the school will check they have appropriate policies and procedures in place in regard to safeguarding children and have 'hire agreements' with external groups and individuals;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.

7. Our Designated Safeguarding Lead(s) will:

Referrals

- Act as a source of support, advice and expertise within our school and have access to the online London Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse or allegations to Children and Families Service and maintain a record of all referrals;
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;
- Attend and contribute to safeguarding and child protection meetings as appropriate;
- Monitor and support Child in Need and Child Protection plans, reporting any unauthorised absences to the child's social worker as soon as possible;
- Keep detailed, accurate and securely stored written or electronic records;

8. Supporting Children and Working in Partnership with Parents

- Marathon Science School recognises that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers;
- Whilst we may, on occasion, need to make referrals to Children and Families Service without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers whilst discharging our statutory duties;
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child on the principle of those working directly with children will need to know;
- Staff will not be enabled to share this information further without the expressed permission of the DSL.

9. Information about Safeguarding for Pupils

Through the curriculum and lessons pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner. Opportunities are provided for children to learn about democracy and the rule of law, positive relationships and safe choices.

All pupils know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken

to protect them from harm and that feedback will be sought, so that their views about actions are known. There is a display in the school identifying the DSLs and children are made aware of this.

10. Identifying children who may be at risk or may have been significantly harmed

Teachers, staff and volunteers in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may have additional needs or be at risk of, or suffering significant harm. The relationships between staff, pupils, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or 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, another child, children or young people. There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.

11. Definitions and Indicators of 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.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature 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, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is 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 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 and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

12. Taking action to ensure that children are safe at school and home

All staff must read and follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education 2022 – Part One: Safeguarding information for all staff](#).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead prior to any discussion with parents/carers.

13. The Role of Teachers

- The Designated Person, Mehmet Yilmaz is responsible for contacting the Children's Services to register concern about a child's welfare and implementing measures relating to safeguarding. He is the first point of contact for parents, pupils, all staff and external agencies in matters of safe guarding. His responsibilities are to:
 - Be conversant with Local Safeguarding Children Board procedures.
 - Consult and refer cases under Local Safeguarding Children Board procedures.
 - Consult the Children's Services department on issues such as informing parents, informing other children or staff, seeking medical help, if an allegation or suspicion occurs.
 - Organise training on safeguarding within the School.
 - Attend training every 2 years
 - Be aware of the role of other agencies.
 - Cooperate as fully as possible with police and Children's Services investigations – and ask to participate in their planning meetings if appropriate.
 - Keep appropriate records.
 - Support staff.
 - Monitor and evaluate the effectiveness and implementation of the School's Policy
- If the Designated Person is absent for any reason **Fatih Akcay and Halil Ibrahim Sarikaya** are in charge. The Designated Person or the Deputy Headteacher will inform the initiating member of staff about the action taken.

Teaching Staff

- Teachers bring a number of advantages to the recognition of child abuse.
 - They have regular and frequent opportunities to observe children and changes in their behaviour.
 - They have an ongoing relationship with children who may confide in them about difficulties.
 - They have wide knowledge of the wide range of behaviour likely to be seen in children of a particular age.
 - They have opportunities to observe the response of a group of children to particular situations. They will therefore be sensitive to surprising or unusual responses.
- Teachers have a statutory duty to pass on any Child Protection concerns and to follow these School (and local LSCB) procedures (Education Act 2002 & Children Act 2004):
 - Be alert to signs of abuse.
 - Take immediate action in the child's best interest by reporting any evidence of abuse or non-accidental injury to the Designated Person.
 - Know the role of the Designated Person and School procedures.
 - Enquire about the progress of individual cases in which they are/have been involved.
 - Thereafter accept their restricted role as the case becomes the province of other agencies.
 - Record accurately in writing information that may be required in Child Protection procedures. This note should record the time, date, place and people who were present as well as what was said. All evidence, for example scribbled notes, mobile phones with text messages, clothing, and computers, must be safeguarded and preserved. Also make a note of what happened next.
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14. TEN KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD OF, ABUSE:

Adults looking after children or young people in schools (or in residential establishments or youth organisations) should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.

Adults (staff or volunteers) in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.

2. If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else (it's what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.

3. Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse you have the responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to tell the people who can sort it out, but that you will only tell people who absolutely have to know.

4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") – just ask "what do you want to tell me?" or "is there anything else you want to say".

5. Immediately tell the person in charge of the school or group (unless they are themselves accused or suspected or abusing) – don't tell other adults or young people what you have been told.

6. Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).

7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.

8. As soon as possible (and certainly the same day) the person in charge should refer the matter to the local social services department (helped by your notes) – they will be in the telephone Headteacher. Follow their requests about what to do next. They will set up any necessary investigations, and can advise you – that is their job. (If someone has made an allegation about the adult in charge of the school or group, YOU should contact the local social services department yourself, and ask them what to do next.)

9. Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.

10. Children and young people often tell other young people, rather than staff or other adults, about abuse – make sure that your senior young people know the points on this sheet as well as the responsible adults (e.g. prefects, cadet NCOs, young people leading activities for others).

Important:

Bullying can develop into physical or sexual abuse – as can idiosyncratic punishments introduced by individuals: have effective school practices to counter and monitor bullying and misuse of discipline.

Be vigilant for early warning signs – such as favouritism, development of excessive one to one contact, increased involvement with changing or showering.

Openly discuss within the staff group issues such as acceptable and unacceptable touching.

Openly discuss with pupils issues such as times of day or week, and locations in school, that are high risk for bullying or illicit activities.

Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2018\)](#), and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The school will ensure:

- Information is shared with Children and Families Service and/or Police where the child/young person is or may be at risk of significant harm;
- Pupil's and/or parent's/carer's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

15. Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with Hackney Learning Trust's guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is or has been subject to a child in need, child protection or care plan;
- Name and contact detail of GP;
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred to the school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead.

16. Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Make an immediate referral to Hackney Children and Family Services' First Access and Screening Team (or Lewisham) if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member of [Children and Families Service's First Access and Screening Team](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 1) or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children and Family Services' First Access and Screening Team (MASH) (or Lewisham) or children's social care in the borough the child resides, decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- Contact the designated officer for safeguarding in another agency if that agency is working with the family;

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file;
- If further monitoring is necessary agree who and how this will be undertaken;
- If it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. (app.3)

Making a MASH request

If, as a professional, staff have safeguarding concerns or are requesting additional targeted early help, they can use the online MASH request form after reading the below information. Please note that residents and other members of the public can still make referrals in person or over the phone. All requests that come through the MASH will be triaged by the multi-agency team and staff may be contacted by a professional representing the school to discuss the request.

Before staff make a request

- The following information will help to determine if it is necessary to make a MASH request, and which part of the MASH request form to use:
 - Borough's Threshold Guidance will help to assess the level of support needed or risks present. Professionals should refer to this guidance before making a MASH request. This, along with some brief guidance, can be found on the MASH webpage and the LSCP website, links below.
 - If staff believe a child and their family need some additional support this should be discussed with the family first and agree who is best placed to provide that support. An Early Help Assessment can help to get a full picture of the family's situation and plan how to meet that need.
 - If it is believed a child or family has needs at the targeted level, which are not being met by services currently involved with the family, the form can be completed to request help and support from the MASH.
 - If professional working with a child requires supporting information from Children's Social Care (e.g. CAFCASS, probation, housing conducting statutory safeguarding checks, assessments), the form can also be completed to request supporting information.
 - If there is any worry that a child is at risk of significant harm through abuse or neglect, staff should call the MASH immediately to discuss their concerns and then use the form to request child protection from the MASH.

Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker;
- Contribute to any Strategy Discussion and/or Strategy Meeting as required;
- Provide a report for, attend and contribute to any [Initial and Review Child Protection Conference](#);
- Report to and attend the [Extra-Familial Risk Panel](#) as appropriate;
- Share the content of this report with the parent/carer, prior to the meeting;
- Attend Core Group Meetings for any child subject to a Child in Need Meeting for any child subject to a Child in Need Plan or Child Protection Plan;
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

17. Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child. The [CHSCP Escalation Policy](#) defines the process for resolving such professional difference and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

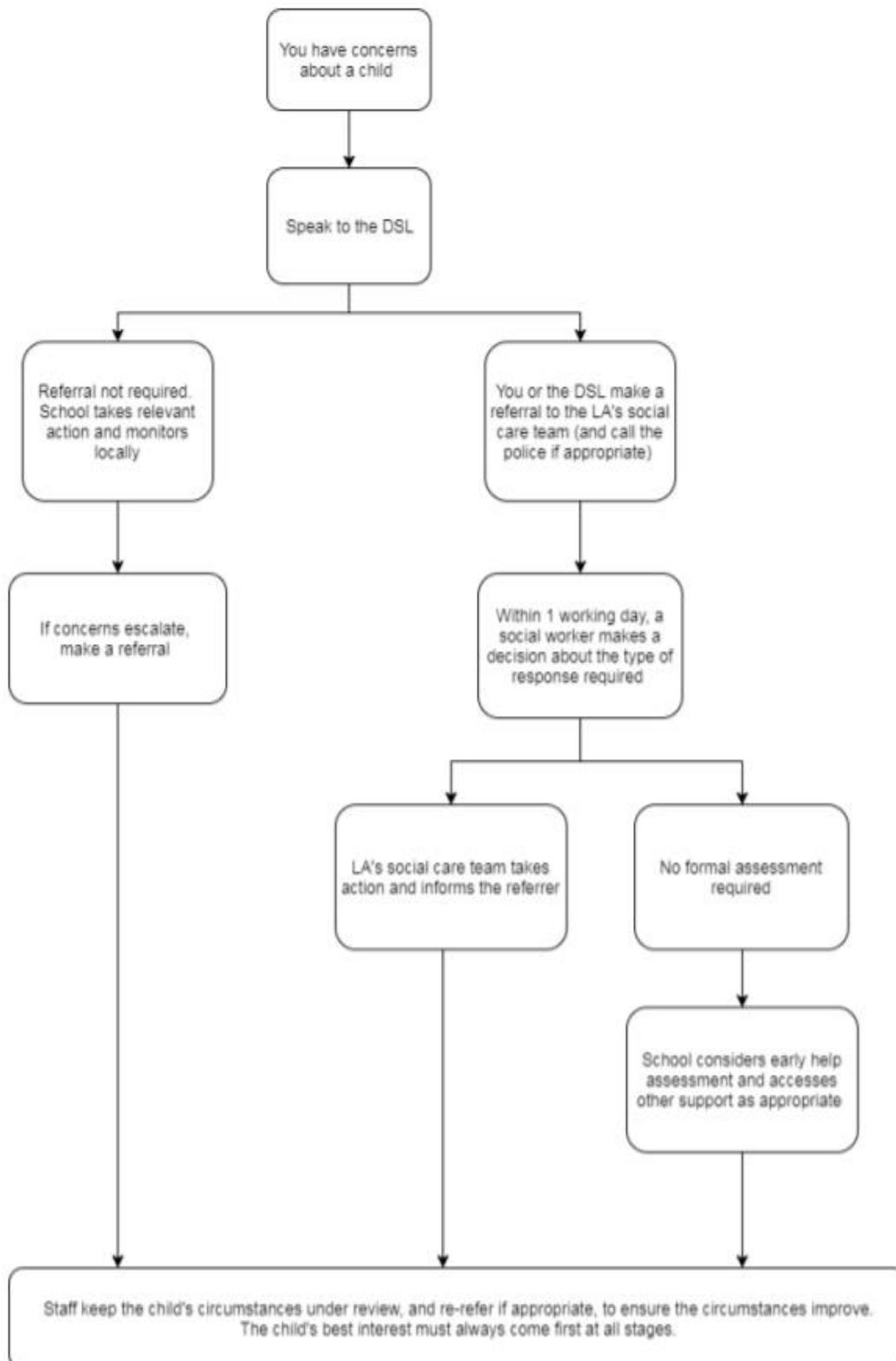
Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people is the paramount consideration in any professional activity;
- Resolution should be sought within the shortest timescale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the lowest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children and Families Service if they consider the response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- Contact the line manager in Children and Families Service if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;

- Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



18. Safer Recruitment and Selection

Marathon Science School pays full regard to the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2022\) – Part Three: Safer Recruitment](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service \(DBS\)](#).

See Appendix 5: Flowchart of Disclosure and Barring Service criminal record checks and barred list checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA);
- Staff responsible for recruiting and appointing must be suitably qualified.

19. Safe Practice

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;

- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

20. Positive Handling

Marathon School has 'no restraint' policy. School staff should 'reasonable force' only to prevent them from hurting themselves or others.

School staff will familiarise themselves with the Department for Education's guidance [Use of Reasonable Force](#) and [HLT's Positive Handling Guidance](#) follow the school's Behaviour Policy.

21. School Training and Staff Induction

The school's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake appropriate safeguarding and child protection training and refresher training at two yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update. The school will maintain a register of who has undertaken training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

22. Support, Advice and Guidance for Staff

Staff will be supported by DSL- Mehmet Yilmaz and Deputies Fatih Akcay/ Halil Ibrahim Sarikaya. The DSL will be supported nominated trustee Omer Faruk Demir

See Appendix 4 – Key Contacts for safeguarding and child protection issues in Hackney and Lewisham.

23. Allegations regarding person(s) working in or on behalf of the school (including volunteers)

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/children 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 a child or may harm a child.
- Possibly committed a criminal offence against a child.
- Behave 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.
 - The trust must be informed if the allegations made against the Headteacher.
 - Allegations against the Designated Person should be reported to the Headteacher. In this case, the Deputy Headteacher will be in charge to follow the child protection procedure and will be in liaison with the Social Services Department.

Procedures

- 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.
- Headteacher must inform the accused person about the allegation after consulting the LA officer.
- If there is any risk of serious harm and LA officer is not reachable than the police may be contacted.
- Schools can call upon the services of an independent investigator.
- Teachers and all School staff must protect themselves, and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is also important not to touch pupils, however casually, in ways or on parts of the body that might be considered indecent.
- The Sexual Offences Act (Amended) 2004 states that it is a criminal offence for a person aged 18 or over in a position of trust in a school to engage in any sexual activity with a person under the age of 18 (in that school) irrespective of the age of consent, even if the basis of their relationship is consensual.
- In circumstances which involve an allegation against a member of staff, the responsibility for dealing with the matter lies with the Headteacher.
- Staff who hears an allegation of abuse against another member of staff should report the matter immediately to the Headteacher, unless the Headteacher is the person against whom the allegation is made. In that case the allegation must be reported to the Chair.

- Immediate suspension of the member of staff is only one of a number of options, which will be considered. Others include leave of absence, or providing a classroom assistant or colleague to be present in contact time. A member of staff in such circumstances will be advised of appropriate support, for example from his/her trades union, or a colleague contact.

- In the event of an allegation being made against a teacher, the Headteacher will consider immediately whether or not there is sufficient substance in the allegation to warrant an investigation. If there is reason to suppose abuse could have occurred he will refer the matter to the Local Authority Designated Officer (LADO). There are three instances only where allegations against staff do not need to be referred to Children's Services: where the allegation relates to the use of reasonable force; where the allegation is demonstrably false; or where the allegation represents inappropriate behaviour and/or poor practice.

- If the Headteacher is wholly satisfied that the child or children is/are not at risk of significant harm and that a reportable criminal offence has not been committed he will consider the separate need for disciplinary action. In that case an investigation at School level would be necessary.

- Occasionally false allegations of abuse are made. To avoid as far as possible such an allegation, and situations which may give rise to misinterpretation, Staff should be guided by the following advice:

- Avoid whenever possible unobserved situations of one to one contact with a child. If they are unavoidable, always keep a door open and try to ensure you are within the hearing of others.

- Do not offer to transport children alone in your car without seeking advice and telling another colleague that this is what you propose to do.

- Do not engage in or allow any sexually provocative games whether based on talking or touching or engage in 'horseplay' involving children.

- Never make suggestive remarks or discriminatory comments to a child.

- When supervising children changing their clothes for sport or for any other reason or when on duty in the boarding houses be aware that children may be uncomfortable with you seeing them when they are not fully dressed. Give children as much privacy as is possible and practical in these situations.

- Avoid 'favouritism' and singling out 'troublemakers'.

- Never trivialise child abuse.

Staff will be encouraged to use the Whistle Blowing Policy. If they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

Whistleblowing

Staff should familiarise themselves with the School's Whistleblowing Policy. It is particularly important in the context of Child Protection. Staffs have a statutory duty to report concerns that a child is at risk of abuse, is being, or has been abused, to the Designated Person. This is because the interests of the child are paramount. However, fear of reprisal is a real issue for staff in reporting abuse by colleagues. The Public Interest Disclosure Act 1998 provides protection against victimisation for persons who, acting in good faith, raise concerns about a wide variety of malpractices in the public interest.

- When establishing the validity of any cause for concern care will be taken
- to protect the whistle-blower;
- to avoid alerting anyone about whom a concern has been raised;
- to avoid alerting other colleagues who may warn the subject of the concern;
- to record the information;
- to keep all records secure and confidential.

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using the Record Form (Appendix 2), including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be reported to).

Initial Action by the Headteacher

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the LADO within 1 working day;
- Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff (Appendix 4,5,6);
- Inform the Chair of Governors of the allegation.

24. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

I. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

For further information please see the [DfE's Guidance](#) and our school's Anti-bullying Policy.

II. Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

The school has an Online Safety Policy that is known to all staff and pupils.

III. Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils,

the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

Staff training Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 74) and the requirement to ensure children are taught about safeguarding, including online (paragraph 78), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. Information and support.

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.childnet.com/cyberbullying-guidance
- www.pshe-association.org.uk
- <http://educateagainsthate.com/>

IV. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Ensure pupils are appropriately dressed;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

V. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the [Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures](#) for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children and Families Service.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS) and the local authority where child lives.

VI. Children who harm others

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children and Families Service of the both sides.

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

VII. Child on Child Abuse

Marathon School has a zero tolerance and whole school approach to child-on-child abuse. Consequently, it seeks to educate all governors, staff, volunteers, parents and boys about the issue and to follow local criteria for action and local protocols for assessment. All members of staff should:

- be aware that children can abuse other children;
- be aware that this can happen both inside and outside School and online, sometimes involving pupils at other schools;
- be aware that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously;
- recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports;
- understand that even if there are no reports in their school it does not mean it is not happening, it may just be that it is not being reported;
 - speak to the DSL (or a DDSL) straight away if they have any concerns regarding potential child-on-child abuse;
- understand the importance of challenging inappropriate behaviours between peers as such behaviours can actually be abusive in nature;
- avoid downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, or “boys being boys” as this can lead to a culture of unacceptable behaviours, an unsafe environment for boys and, in worst-case scenarios, a culture that normalises abuse, leading to boys accepting it as normal and not coming forward to report it; and

- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Child-on-child abuse may take different forms, such as:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate partner relationships;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence) – see separate section ‘Sexual violence and sexual harassment between children’;
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern or abuse – see separate section ‘Sexual violence and sexual harassment between children’;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery/YPSI) – further information and guidance can be found in Sharing nudes and semi-nudes (UKCIS, December 2020); (the School will follow guidance and procedures in this document when dealing with such incidents);
 - upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). All staff should be clear regarding the School’s policy and procedures for dealing with incidents of child-on-child abuse and the important role that they must play both in preventing it and responding to it.
- If a boy is in immediate danger or at risk of significant harm, a referral to children's social care and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.
- If a member of staff thinks for whatever reason that a boy may be at risk of or experiencing abuse by their peer(s) or that a boy may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.
- If a boy speaks to a member of staff about child-on-child abuse that they have witnessed or that they are a part of, the member of staff should listen to the boy and use open language that demonstrates understanding rather than judgement. As above, they should then discuss their concern with the DSL without delay so that a course of action can be agreed. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an

important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Members of staff will refer such abuse to an external agency where there is a risk of significant harm. The DSL will refer serious allegations of child-on-child abuse to Children's Services. Boys are able freely to report instances of child-on-child abuse through any of the full range of pastoral support mechanisms in place at the School, including (but not limited to) House Masters, medical staff.

Allegations about pupils

A boy against whom an allegation of a child protection nature has been made may be suspended from the School during the investigation. The School's policy on behaviour, discipline and sanctions will apply. Where there is a risk of significant harm, child-on-child abuse will be referred to an external agency. Allegations of child-on-child abuse will be referred to Children's Services. The School will follow advice on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved, including the boy or boys accused of abuse. If it is necessary for a boy to be interviewed by the police or other authorities in relation to allegations of abuse, the School will ensure that, subject to advice from external agencies, parents are informed as soon as possible, and that the boy is supported during the interview by an appropriate adult.

VIII. Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what

might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCP](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

IX. Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, criminal exploitation is 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 the 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 also occur through the use of technology.

X. County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and

store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

XI. Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children;

‘Upskirting’ has now become a criminal offence and therefore requires a safeguarding responses if happening in school.

When, we as a school, consider issues of sexual violence and harassment between children we will consult the [governmental guidance](#) and seek support from our Children and Families Service partners.

XII. Contextual Safeguarding

[Contextual Safeguarding](#) is an approach to understanding, and responding to, young people’s experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.

Therefore Children and Families Service practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to Children and Families Service.

XIII. Extra-Familial Risk Panel

Hackney [Extra Familial Risk Panel \(EFRP\)](#) co-ordinates safeguarding intervention in cases where a child, or a group of children are:

- At risk of, or already experiencing harm caused by people outside their family and/or;
- At risk of, or already causing harm to young people outside their family.

XIV. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research stating](#) that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

XV. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a mandatory duty upon that individual to report it to the [police](#).

XVI. FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a

girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

XVII. Further information on so-called ‘honour-based’ violence

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

XVIII. Preventing Radicalisation and Extremism

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.

XIX. 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

XX. Beyond the Curriculum:

- Enrichment & extra-curricular events / activities

- Use of borough support
- Links with community and / or faith groups

XXI. Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

XXII. Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

Appendix 1

Cause for Concern Form (Page 1):

Name of child:	Date of incident:
Class and year:	Time of incident:
Location of incident:	Date of record:
Name of person reporting:	Time of record:

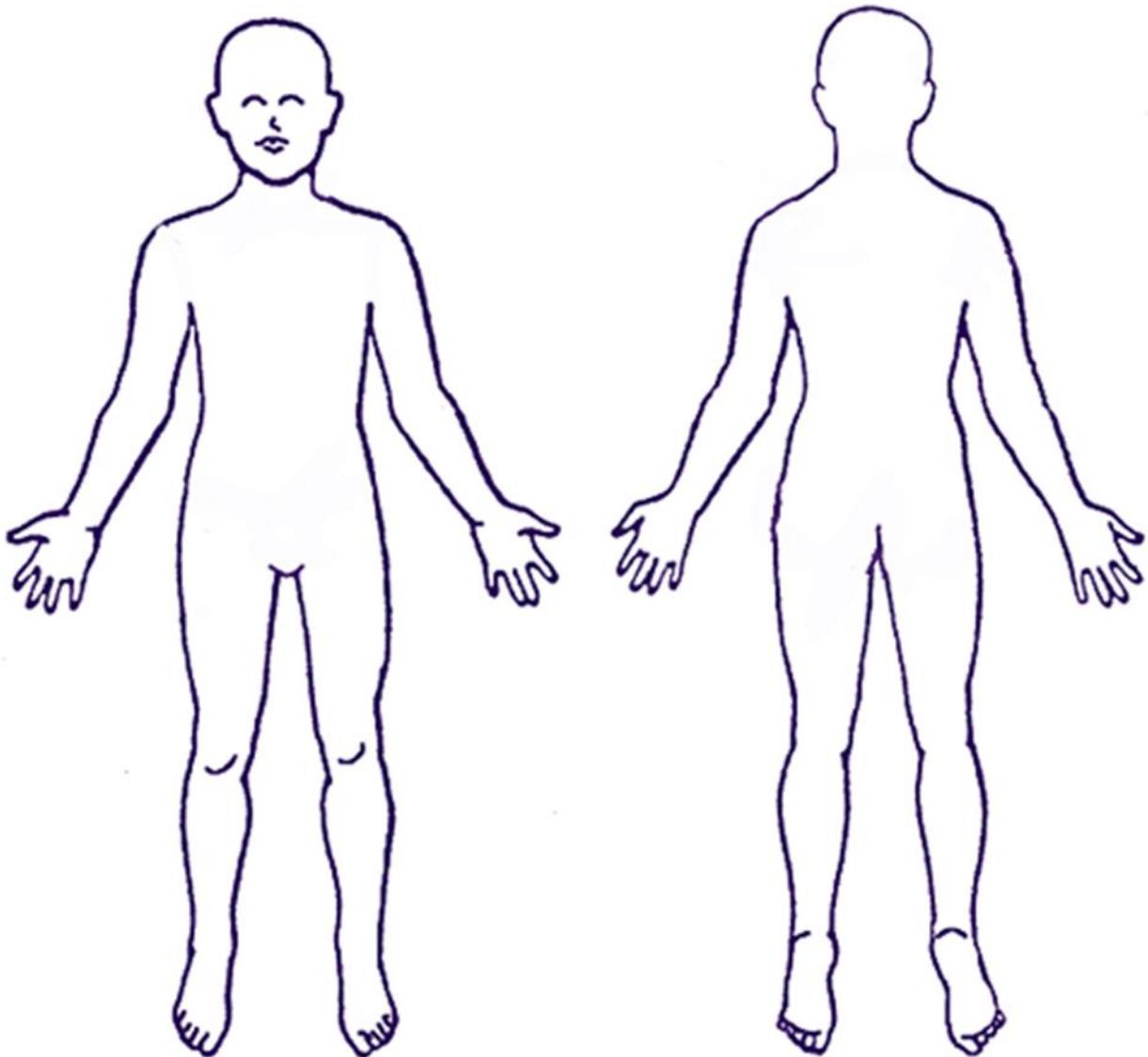
Concern/Incident – Describe your concern using clear, straightforward language:

Opinion: How does this fit with what you know about the child?

Appendix 1

Cause for Concern Form (Page 2) – Body Map

This body outline can be used to record marks and/or bruises and the date of occurrence or observation and should be kept in the Child Protection File of the child.



Appendix 2

Referral form for use by all agencies.

PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES. WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION THIS MUST BE FOLLOWED UP WITHIN 48 HOURS BY A COMPLETED REFERRAL FORM UNLESS AGREED OTHERWISE.

Name and contact details of person making the referral			
Name:			
Name of agency/organisation:			
Address:			
Telephone Number:		Fax Number:	
Email Address:			
Date written referral is being made:			
Date telephone referral made (if applicable) and to whom:			
Relationship of person making the referral to the child/family:			

NAME(S) and DATE(S) OF BIRTH of the child(ren) being referred (please list here all children in the family):				
Child(ren)'s preferred language if not English speaking:				
Ethnic origin and Nationality if known:				
Details of wider social and professional network (e.g. significant family / friends, GP, health visitor, schools, professionals working with members of the household)				
Name	Role/ Relationship	Address	Telephone number	Email

If 'YES' please specify:	
Actions taken by referring agency/involvement with the family:	
Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.	
What outcomes are anticipated by the referral?	
Does the person with parental responsibility know that a referral to Children and Families Service has been made?	
If 'No' please explain why:	
If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?	
Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children and Families is being asked to take in respect of the child(ren) being referred?	
<p>If your referral has not been acknowledged by Children and Families Service within three working days please make contact to confirm it has been received.</p> <p><i>Please ensure that you have sent a copy of this referral to the safeguarding children lead .</i></p>	

Appendix 3

Hackney Key Contacts and Guidance

Useful Contact Details:

Hackney First Access and Screening Team (MASH): 02083564844/5500

email MASH@hackney.gov.uk:

- Hackney Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 020 8356 4569
- City & Hackney Safeguarding Children Partnership: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): www.gov.uk/db

Lewisham Key Contacts and Guidance

Local Authority Designated Officer Finola Owens

TEL: 07725 785 625

EMAIL: Fionla.Owens@lewisham.gov.uk

Local Authority Children's Social Services TEL: 0208 314 6660

EMAIL: mash@lewisham.gov.uk

OUT OF HOURS EMERGENCY

DUTY TEAM TEL:

Multi-Agency Safeguarding Hub TEL: 0208 314 6660

EMAIL: mash@lewisham.gov.uk

Support and Advice about Extremism Police

Sophie Oman

EMAIL: Sophie.Oman@met.police.uk

Local Authority

TEL: 07710 387 930

EMAIL: prevent@lewisham.gov.uk

PREVENT LEAD: Sabera Ahsan

Tony Liparoti

Counter Terrorism Case Officer (CTCO)

SO15 Counter Terrorism Command – Local Operations – South East Cluster Team 1

Lewisham Police Station, 43 Lewisham High St, London, SE13 5JZ

External: 020 3276 0218

Department for Education

NON EMERGENCY NUMBER: 020 7340 7264

EMAIL: counter.extremism@education.gsi.gov.uk

NSPCC's what you can do to report abuse

Dedicated helpline

ADDRESS: Weston House, 42 Curtain Road London

EC2A 3NH

TEL: 0800 028 0285
EMAIL: help@nspcc.org.uk

Disclosure and Barring Service ADDRESS: PO Box 181, Darlington, DL1 9FA
TEL: 01325 953795
EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency ADDRESS: 53-55 Butts Road, Earlsdon Park,
Coventry,
CV1 3BH
TEL: 0207 593 5393

EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)
EMAIL: Whistleblowing@ofsted.gov.uk

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

<https://www.hackneyservicesforschools.co.uk/system/files?file=extranet/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.pdf>

London Child Protection Procedures:

<http://www.londoncp.co.uk/>

Working Together to Safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2022>

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing Guidance for Practitioners:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

London Borough of Hackney Code of Conduct:

http://staffroom.hackney.gov.uk/code_of_conduct_policy_booklet.pdf

HLT Whistle Blowing Policy:

<http://intranet.hackney.gov.uk/article/2050/Whistleblowing-anti-fraud-and-corruption>