

# MATHSMAKERS CHILD PROTECTION POLICY

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Updated November 2024

## 1. Statement of Intent

MathsMakers takes seriously its responsibility to protect, safeguard and promote the welfare of children and young people in its care. MathsMakers understands its safeguarding obligations extend to any child under its care who is under the age of 18 years old.

This policy outlines the responsibilities and procedures put in place to ensure the safety of the pupils while they are in the care of MathsMakers. This policy complies with the Children Act 1989; Section 175 of the Education Act 2002 (Working Together 2013); Section 11 of the Children's Act 2004 and the Equality Act 2010.

This policy is informed by:

- Keeping Children Safe in Education (KCSIE), Department for Education 2024
- Working Together to Safeguard Children 2023
- General Data Protection Regulations 2018 and Data Protection Act 2018.
- Voluntary Safeguarding Code of Practice DfE December 2018
- Prevent Duty Guidance 2023
- Children Act 1989 and Children Act 2004

MathsMakers will primarily follow the Child Protection procedure in place at the school/partner agency it is working with. MathsMakers will also ensure that its staff, consultants and volunteers are informed of the child protection procedures in place in these schools/partner agencies.

All contracts between MathsMakers and schools/partner agencies will include a section referring to child protection.

MathsMakers also fulfils its child protection responsibilities by having the following:

- Equality, Diversity and Inclusion Policy
- Child Protection Policy
- Safeguarding Statement
- Code of Conduct
- Safer Recruitment Policy
- Online Safety Policy
- Remote Learning Policy
- Positive Behaviour Management and Attendance Protocol

- Contractual agreement with schools which includes safeguarding and child protection
- Schools obtain consent from parents and carers for pupils registered with MathsMakers
- Registration form and record of attendance.

In keeping with information contained in Working Together to Safeguard Children 2023, safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge,
- protecting children from maltreatment, whether that is within or outside the home, including online,
- preventing impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children,
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Early help refers to support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. In keeping with KCSIE 2024, professionals are expected to be alert to the need for early help for a child who

- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit,
- has a parent or carer in custody or is affected by parental offending.

## 2. General Principles

MathsMakers believes that children and young people have the right to be treated equally and to learn in a safe and friendly environment.

This policy is based on the following principles:

- the welfare of the child or young person is paramount,
- all children and young people, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- staff and volunteers are trained to understand the nature of abuse and to be alert to matters of concern
- all staff and volunteers have a duty to safeguard children and young people
- all staff and volunteers have a responsibility to report concerns to the designated persons with responsibility for child protection at the school and at MathsMakers.

We aim to safeguard children and young people by:

- developing and implementing safeguarding policies and procedures including: child protection and health and safety policies and guidelines; a code of conduct for staff and volunteers, staff and volunteer procedures, complaints procedures and equal opportunities policy
- sharing information about child protection and good practice with children and young people, parents and carers, staff and volunteers
- following carefully the processes for Safer Recruitment of staff and volunteers
- providing effective management for staff and volunteers through support, supervision and training
- ensuring that a Positive Behaviour Management and Attendance protocol is in place to foster a positive and responsible atmosphere amongst pupils.
- ensuring the development of an environment where pupils feel safe, secure, are encouraged to talk and are listened to
- ensuring that pupils know the supervisors whom they can approach if they are worried or are in difficulty
- ensuring that every effort is made to establish effective working relationships with colleagues from schools/partner agencies and parents
- reviewing our policy and good practice regularly.

**Where there is any concern for a child's welfare, it is the duty of any member of staff/management, volunteer, consultant and/or Board director to act immediately in accordance with this policy & procedure.**

**Where a child is suffering or likely to suffer from harm, a referral to Social Care (or the police) needs to be made immediately.**

### **3. Roles and Responsibilities - Designated Safeguarding Leads**

MathsMakers staff, consultants and volunteers refer allegations or suspicions of neglect or abuse to the school's Designated Safeguarding Lead. In the absence of the school's DSL, the matter should be brought to the attention of the school's Deputy DSL.

MathsMakers staff, consultants and volunteers also refer allegations or suspicions of neglect or abuse to the MathsMakers Designated Safeguarding Lead. The MathsMakers Designated Safeguarding Lead is **Helena Mullins**. Her mobile is 07816 916 538. In the absence of the MathsMakers Designated Safeguarding Lead, the matter should be brought to the attention of the Deputy Designated Safeguarding Lead, **Karen Smith**. Her mobile is 07474 158231.

MathsMakers DSL & Deputy DSL must undergo child protection training every two years. It is the responsibility of the DSL to make themselves available for consultation by staff, consultants, volunteers, visitors and children or young people and their families.

The role of the DSL includes:

- ensuring this policy is implemented in the organisation
- ensuring that all necessary enquiries, procedures and investigations relating to child protection are carried out
- reporting results of screening enquiries and preserving 'need to know' levels of confidentiality and access to secure records
- ensuring that all confidential records relating to child protection matters are kept secure
- ensuring that there is adequate induction and training relating to child protection matter
- ensuring that each activity carried out is sound in terms of child protection as regards personnel, practices face to face and/or Online.
- checking all incident reports made by staff, consultants or volunteers, countersigning them and making reference to the appropriate authority as is appropriate.

### **4. Recognising Concerns and Specific Safeguarding Issues**

Please refer to Appendix 1 that contains definitions of abuse, neglect and exploitation (section 1), information on recognising abuse, neglect and exploitation (section 2), and information on specific forms of abuse (section 3).

## **5. Children Potentially at Greater Risk of Harm**

### **Children with Special Educational Needs and Disabilities**

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. This means that additional barriers can exist when recognising abuse, neglect and exploitation 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 condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

MathsMakers recognises that any reports of abuse involving children with SEND will therefore require close liaison with the DSL or Deputy DSL, and possibly the SENCO, or named person with oversight for SEND, at the school where MathsMakers programmes take place.

### **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. MathsMakers staff and volunteers need to be aware that children who are LGBT can be targeted by other children, and also that a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

## **6. Online Safety and Filtering & Monitoring**

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm. The Board of Directors gives full regard to the additional information and support set out in KCSIE 2024. MathsMakers refers staff, parents and students to the online safety policies and procedures of the schools and organisations that are relevant for each of our programmes.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation or extremism;
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- Conduct: online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying);
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The Board of Directors will ensure that an annual review is undertaken of our MathsMakers approach to online safety, including the filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks students face online. The MathsMakers Online Safety Policy states arrangements for appropriate filtering and monitoring. It also outlines the expectations, applicable roles and responsibilities in relation to filtering and monitoring. MathsMakers staff can access resources, information and support as set out in Annex B of KCSIE 2024.

## 7. Child Protection Procedures

### 7.1 Child Protection Induction

All staff, consultants and volunteers receive a Child Protection induction and a pack before starting work at any school/agency. This will include:

- MathsMakers Child Protection policy
- School Child Protection procedure including lines of reporting
- Key contact details for DSL and Deputy DSL
- MathsMakers line of reporting and key contact details.

This procedure is in accordance with **The seven golden rules to sharing information** (Information Sharing - UK Government advice, July 2018)

1. Remember that GDPR, Data Protection Act 2018 and Human Rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about individuals is shared appropriately;
2. Be open and honest with the individual and/or family where appropriate from the outset about why, what, how and with whom the information will or could be shared. Seek their agreement unless it is unsafe or inappropriate to do so.

3. Seek advice if you are in doubt about sharing the information concerned without disclosing the identity of the person concerned if possible. Advice should be sought from the School's Safeguarding Lead, MathsMakers Safeguarding lead or, if not satisfied, the Borough Social Services/Safeguarding Hub.
4. Where possible, share information with consent and respect the wishes of the individual. Under GDPR you may share information without consent if there is a lawful basis to do so, such as where safety may be at risk. You need to base your judgement on facts and be clear with the individual of the basis upon which you are doing so.
5. Consider Safety and Wellbeing: base your decision to share information on how it will affect the individual's safety and wellbeing.
6. Ensure that the information you are sharing is necessary, proportionate, relevant, adequate, accurate, timely and secure.
7. Keep a record of your decision including why, when and with whom you have shared this information.

## 7.2 Disclosure of abuse or noticing signs of abuse

Any allegation and/or disclosure of abuse, including child-on-child sexual harassment or abuse, will be dealt with seriously, responsibly and sensitively.

If a child makes an allegation of physical injury, neglect, sexual abuse or any other abuse, as per Appendix 1, to a member of staff, consultant or volunteer, or if the staff, consultant or volunteer notices signs of suspected abuse, the staff, consultant or volunteer must:

- Be honest and explain that the information may be shared with the appropriate person in school and MathsMakers
- Listen and **not** ask leading questions
- Complete the relevant **Cause for Concern Form** (Appendix 2 of this policy) as soon as possible (ideally within one hour of being told)
- Write down exactly what the child/young person said, what was said in reply and what was happening immediately before the disclosure
- Record dates, times and when the record was made
- Keep all handwritten notes secure
- Report discussion to the school's DSL as soon as possible.
- In their absence, report to the school's Deputy DSL
- If the school's DSL is implicated, report to the school's Deputy DSL
- Inform MathsMakers DSL or Deputy DSL of the incident and the actions taken.
- Not discuss suspicions or allegations with anyone other than those nominated above.

It is the responsibility of the School's DSL to consider carefully whether or not it is safe for a child/young person to return home to a potential abuse situation, and, if necessary, they should take immediate action to contact social services in order to discuss putting safety measures in place.

MathsMakers DSL will contact the school's DSL to reassure himself/herself that the matter is being dealt with and that the appropriate authorities have been contacted. She/he will then log the report received in the following way:

- date and time
- name of the staff or volunteer
- when the incident was reported
- to whom in the school/partner agency it was reported
- date, time and summary of conversation with the school's Designated Person
- any other action or follow-up needed if necessary.

### **7.3 Child Protection Record**

For MathsMakers programmes that take place in school, the Cause for Concern form will be completed by the programme instructor at school and submitted to the school. A copy of the form will be scanned and sent to the MathsMakers DSL.

For MathsMakers programmes that take place online, the Cause for Concern form will be completed by the programme instructor at the location where the online session has taken place. It will be scanned and sent to the MathsMakers DSL. The original hard copy will be mailed to the MathsMakers DSL.

Cause for Concern forms are confidential records. Scanned copies will be password protected and stored on the MathsMakers Google Drive. Hard copies will be stored separate to other files, in a secure place. Only the MathsMakers DSL, MathsMakers Deputy DSL and school DSL will have access to forms.

### **7.4 Attendance at Child Protection meetings**

It is the responsibility of the school's DSL to ensure the school is represented at Child Protection meetings and that a report is submitted to any child protection conference or team concerning a child that attends their establishment.

This is not the responsibility of MathsMakers. The contract between MathsMakers and school will clearly state that this is the case and refer to their own safeguarding and child protection procedures.

However, following the Working Together to Safeguard Children guidance - March 2015, If the Local Safeguarding Children Board (LSCB) requires that MathsMakers is represented, MathsMakers DSL or deputy DSL will have a duty to attend if necessary.



## 8. Dealing with Allegations of Abuse against Staff, Consultants and Volunteers

MathsMakers will take seriously any allegation of abuse made against a member of its staff, consultants and volunteers and will refer to this procedure in order to deal with the allegation fairly, quickly and consistently.

At MathsMakers, the Designated Case Manager is Helena Mullins, manager and director of the project. If allegations refer to the manager of the project, a director on the MathsMakers Board will act as “Case Manager”.

At MathsMakers, we also recognise that logging and responding to **Low-Level Concerns** is important to prevent any possibility of future abuse. A **low-level** concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. It is a concern that doesn't meet the threshold of harm, or is not considered serious enough, for the school to refer to the local authority.

MathsMakers will foster a culture of openness where sharing any concern regarding potential child abuse can be discussed appropriately with the DSL. Concern should also be discussed with the school or educational agency DSL.

MathsMakers recognises that it is essential to deal with the allegation in a way that provides effective protection to the child as well as support to the person who is the subject of allegations.

Allegations may arise from Pupils, Parents or Colleagues. Any staff, consultant and volunteer who has concerns should feel safe to express them without fear of victimisation and should know that they will be taken seriously.

It is essential that all allegations be brought immediately to the attention of the school Head Teacher and MathsMakers Director (as per KCSIE 2024 - Part Four guidance).

In any contractual agreement with a school, MathsMakers will obtain the contact details of the Local Area/Authority Designated Officer (LADO) now only referred to as “Designated Officer” from the school.

### 8.1 Procedure regarding Low-Level Concerns

**Low-Level Concerns** should be logged in the same way as concerns that meet the threshold. However, the Log should be kept confidential and separate in compliance with the Data Protection Act 2018 and the UK GDPR.

The procedure needs to be fair and transparent. The Designated Safeguarding Lead will seek to discuss the matter and gather information from the person reporting the concern, the individual involved and any other witness. Any action resulting from the enquiry will be recorded.

### **Allegation against a member of staff**

The procedure detailed below has to be followed when there is an allegation or concern that a member of MathsMakers staff, consultant and volunteer has:

- behaved in a way that has harmed a child
- behaved in a way that 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 s/he is unsuitable to work with children. This can include behaviour outside school or educational settings.

### **Initial response - “Keeping an Open and Enquiring mind”**

The management of the allegation of abuse must be conducted in a manner and pace that reflects the seriousness of the underlying charges. However, care must be taken to avoid ill-considered judgements and actions. This includes any decision to suspend the member of MathsMakers staff, consultant and volunteer. The Initial Response will always consider looking after the welfare of the child, supporting the member of staff during the investigation and applying a measured approach.

If a MathsMakers member of staff, consultant and volunteer becomes aware of an allegation of abuse where another member of staff, consultant and volunteer is thought to have been involved, she/he should:

- ask the child if they require medical attention and ensure it is provided
- report the matter to the school’s Headteacher and MathsMakers Designated Case Manager. Unless the allegation is against the Head Teacher, in which case, the Chair of the school’s Governing Body and MathsMakers Designated Case Manager will be informed
- if the allegation is against the MathsMakers Designated Case Manager, report the concern to the Chair of the Board of Directors and the school’s Head Teacher
- make written notes of the circumstances as reported to him/her and pass these notes to the MathsMakers Designated Case Manager. Never investigate the matter yourself.
- Before contacting the LADO, the MathsMakers Designated Case Manager will conduct an initial enquiry into the allegation to establish the facts, mainly but not restricted to:

Where was the individual at the time of the allegation?

Could the individual have been in contact with the child?

Was the individual in contact with the child?

Are there any witnesses?

Is there any evidence (CCTV, etc)?

- MathsMakers Designated Case Manager will immediately contact the Designated Officer at the Local Authority (LADO). See Appendix 3 for details.

## **8.2 Local Authority Designated Officer (LADO)**

MathsMakers staff will always require the contact details of the Designated Officer, Investigating officer and senior safeguarding officer from the schools they work with or directly from the local borough where the school is located.

The Designated Officer manages individual cases, provides advice and guidance, liaises with the police and other agencies, monitors progress of cases for timeliness, thoroughness and fairness. The Designated officer may delegate some functions to the Investigating officer and the Senior Safeguarding officer.

The Designated Officer will consider the allegation according to its seriousness via the following:

- establish if the allegation is within the scope of the guidance
- determine if it has some foundation or if it is demonstrably false
- discuss how/when the parent or carer of the child can be informed
- advise on when the employer can tell the accused person
- decide if a child is at risk of significant harm and convene a strategy meeting
- refer to the police if the allegation indicates a possible criminal offence
- if the matter is neither of the above, the Designated Officer will discuss the most relevant action with the school's Head Teacher and/or MathsMakers Designated Person as appropriate.

The Designated Officer will then take the following actions:

- an allegation of crime will require immediate referral to the police
- a Child Protection concern will require immediate referral to Children's Social Care/Services
- a disciplinary issue will be investigated by the Employer under disciplinary/regulatory procedures
- a complaint will be handled under the complaints process.

## **8.3 Suspension of the member of staff, consultant and volunteer**

The power to suspend lies with the employer but advice will be given by the Designated Officer. Suspension should be considered when:

- there is a risk of significant harm to the child
- the allegation warrants investigation by the police
- it is serious enough to be grounds for dismissal.

## 9. Safer Recruitment

Please refer to MathsMakers Safer Recruitment Policy.

## 10. Safeguarding Training and Induction

- All staff, consultants and volunteers are required to attend recognised training on Safeguarding Children at least every 2 years. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will attend training in Safeguarding and Child Protection every 2 years.
- MathsMakers ensures that staff, consultants and volunteers have a safeguarding induction prior to starting their programmes with schools. The induction covers:
  - the principles of safeguarding and child protection, including background, types and signs of abuse, and legal duties
  - MathsMakers Safeguarding and Child Protection policy and procedures, as well as the lines of responsibility which include:
    - key contact for safeguarding within MathsMakers organisation;
    - key contact list at the school/partner agencies;
    - key contact within the Local Authority.
  - the school's safeguarding policy and procedures
  - update on any new government guidance.
- MathsMakers ensures that all staff, consultants and volunteers have annual refresher/update training on safeguarding and child protection.
- MathsMakers ensures that all staff, consultants and volunteers are aware, agree to the MathsMakers Code of Conduct and abide by the Code of Conduct of the schools
- MathsMakers provides training in Positive Behaviour Management and Restorative Practice.

## 11. Confidentiality

Confidentiality is an issue which needs to be fully understood by all those working with children, particularly in the context of child protection. It will form part of the Training and induction on safeguarding and child protection.

The only purpose of confidentiality in this respect is to benefit the child. A member of staff or a volunteer must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret. Where there is a child protection concern this must be reported to the Designated Person and may require further investigation by appropriate authorities. Children can be reassured that only the people who "need to know" will be informed and that shared information will be kept to the minimum necessary. The child must also be reassured that information will not become common knowledge.

## **Review**

Next Review: November 2025

Adopted by the Board of Directors

Signed: Helena Mullins

A handwritten signature in black ink that reads "Helena Mullins". The signature is written in a cursive style with a large initial 'H' and 'M'.

Date: 15/11/2024

# Appendix 1

## 1. Definition of abuse, neglect and exploitation

These definitions are based on those from Working Together to Safeguard Children (Department for Education 2023).

### Physical abuse

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing harm to a child or young person.
- Physical harm may also be caused when a parent/carer feigns the symptoms of, or deliberately causes, ill health to a child or young person whom they are looking after. This situation is commonly described as factitious, fabricated or induced illness in children or young people, or 'Munchausen syndrome by proxy'.
- A person might do this because they enjoy or need the attention they get through having a sick child or young person.
- Physical abuse, as well as being the result of a deliberate act, can also be caused through omission or the failure to act to protect.

### Emotional abuse

- Emotional abuse is the persistent emotional ill treatment of a child or young person, such as to cause severe and persistent adverse effects on the child's or young person's emotional development. It may involve making a child or young person feel or believe that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of the other person.
- It may feature expectations being imposed on a child or young person that are inappropriate for their age or stage of development. It may also involve causing a child or young person to feel frequently frightened or in danger, or the exploitation or corruption of a child or young person.

### Sexual abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of, or consents to, what is happening. The activity may involve physical contact, including penetrative acts such as rape, buggery or oral sex, or non-penetrative acts such as fondling.
- Sexual abuse may also include non-contact activities, such as involving children or young people in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging children or young people to behave in sexually inappropriate ways.
- Boys and girls can be sexually abused by both males and females, whether adults or other children or young people.

## **Neglect**

- Neglect is the persistent failure to meet a child's or young person's basic physical and or psychological needs, that is likely to result in the serious impairment of the child's or young person's health or development. It may involve a parent or a carer failing to provide adequate food, shelter or clothing, leaving a child or young person at home alone or failing to ensure that a child or young person gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's or young person's basic emotional needs.
- It is accepted that, in all forms of abuse, there are elements of emotional abuse and that some children or young people are subjected to more than one form of abuse at any time.

In keeping with Working Together to Safeguard Children 2023, the definition of 'abuse' includes children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

## **2. Recognising abuse, neglect and exploitation**

The following signs may or may not be indicators that abuse has taken place but the possibility should be considered.

### **Signs of physical abuse**

Physical signs of abuse may include:

- any injuries not consistent with the explanation given for them
- injuries to the body in places which are not normally exposed to falls or games
- unexplained bruising, marks or injuries on any part of the body
- bruises which reflect hand marks or fingertips (from slapping or pinching)
- cigarette burns
- bite marks
- broken bones
- scalds
- injuries which have not received medical attention
- neglect, undernourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care
- repeated urinary infections or unexplained stomach pains

Changes in behaviour which can also indicate physical abuse may include:

- fear of parents/carers being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed in front of others, e.g., wearing long sleeves in hot weather
- depression
- withdrawn behaviour

- running away from home.

### **Signs of emotional abuse**

Signs of emotional abuse may include:

- a failure to thrive or grow, particularly if a child or young person puts on weight in other circumstances, e.g., in hospital or away from their parents/carers
- sudden speech disorders
- persistent tiredness
- development delay, in terms of either physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- obsessions or phobias
- sudden underachievement or lack of concentration
- inappropriate relationships with other children and/or adults
- being unable to play
- attention-seeking behaviour
- fear of making mistakes
- self-harm
- fear of the parent/carer being approached regarding their behaviour.

### **Signs of sexual abuse**

Physical signs of sexual abuse may include:

- pain or itching in the genital/anal area
- bruising or bleeding near genital/anal area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained behaviour changes, e.g., becoming withdrawn or aggressive
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge beyond the child's or young person's age or developmental level
- Sexual drawings or language
- bed-wetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- a child or young person saying they have secrets that they cannot tell anyone about



- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly during adolescence)
- acting in a sexually explicit way with adults.

### **Signs of neglect**

Physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children or young people
- being constantly dirty or smelly
- loss of weight or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

## **3. Specific Forms of Abuse**

This section contains important additional information about some specific forms of abuse and safeguarding issues. A complete list and further details are provided in Annex B of KCSIE 2024

### **Child-on-child Abuse**

- Child-on-child sexual abuse
  - At MathsMakers, we recognise that child-on-child sexual harassment and/or abuse can happen in settings outside school, face to face and/or online.
  - MathsMakers follows the DfE guidance as per Part 5 of KCSIE 2024.
  - Any suspicion and/or disclosure of sexual abuse will be listened to and dealt with sensitively and seriously. Managers and staff will report any suspicion or disclosure to the school's DSL as soon as possible as well as to the MathsMakers' Designated Safeguarding person.
  - Trustees, managers and staff/consultants will have read Part 5 of KCSIE 2024. MathsMakers will ensure that the training and CPD at the start of every academic year includes child-on-child sexual abuse.
- Where a member of staff/volunteer is faced with a child-on-child abuse disclosure, he/she will refer the child to the school's designated safeguarding lead.
- At MathsMakers, child-on-child abuse means any abuse perpetrated by a child onto another child, that is student to student, mentor to student, student to mentor. These can include but are not limited to:

- Bullying, including Cyber bullying, and Prejudice-based and discriminatory bullying;
- Physical abuse causing physical harm;
- Sexual harassment, sexual abuse and sexual violence;
- Sexting (youth produced sexual imagery)
- Initiation – Hazing type violence/rituals.

Recent guidance identifies other sources of stress for children or young people and families, such as social exclusion, domestic violence, the mental illness of a parent/carer or drug and alcohol misuse. These may have a negative impact on a child or young person's health and development and may be noticed by an organisation caring for a child or young person. If it is felt that a child or young person's well-being is adversely affected by any of these situations, the same procedures should be followed.

### **Child Criminal Exploitation and County Lines**

- MathsMakers recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
- Key indicators to identifying potential involvement in child criminal exploitation involve: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education.
- The staff and consultants working with MathsMakers are aware of the key indicators and will report any concerns directly to the DSLs for the school and MathsMakers.

### **Child Sexual Exploitation**

- A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity either:
  - in exchange for something the victim wants or needs, or
  - for financial advantage or increased status for the perpetrator.
  - sexual exploitation can also happen online.
- Staff/volunteers will be aware of the specific signs associated with this type of abuse.

## **Children who are absent from education**

All MathsMakers staff will be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children with unexplained and/or persistent absences from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

To help schools comply with their legal obligations, MathsMakers staff report on absences from MathsMakers sessions on the same day the session occurred. Furthermore, MathsMakers informs each school whenever a child has had three consecutive absences without notice from parents/carers so that the school can decide whether there is a safeguarding concern and whether further action is necessary on the part of the school.

## **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

MathsMakers recognises that children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or Deputy DSL) will raise this with the relevant school and may also suggest referring into the Cyber Choices programme.

## **Domestic abuse**

MathsMakers recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and

family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. MathsMakers recognises that experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, MathsMakers recognises that child safeguarding procedures need to be followed.

### **Female Genital Mutilation (FGM)**

- This includes any injury inflicted to female genitalia.
- The practice of FGM is illegal in the UK. Any member of staff/volunteer is **legally required** to report to the police any discovery of FGM, whether it is through disclosure by the victim or other evidence.
- For cases where there is only suspicion of a child deemed to be at risk, all staff/volunteers will follow the school's and MathsMakers safeguarding procedure.

### **Forced Marriage**

- A form of marriage that is entered into without the full and free consent of one or both of the parties. Forced marriage is illegal in the UK.
- If any member of staff/volunteer has any concern that a child may be in danger of being coerced into marriage, he/she will report it following the school's and MathsMakers safeguarding procedures. This may include reporting to the police or the Forced Marriage Unit.

### **Homelessness**

MathsMakers recognises that risk of possible homelessness is a safeguarding issue> Staff/volunteers should report any disclosure or concern following the school's Safeguarding procedure as part of "providing early help" (Working Together to Safeguard Children guidance - 2023).

### **Mental Health**

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. MathsMakers staff are aware of how these children's

experiences can impact on their mental health, behaviour, attendance and progress at school.

### **Pupils who are susceptible to extremism and the Prevent Duty**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism and gang violence.

Most recently (Dec 2023), the Government issued updated statutory guidance. The aims of this guidance are to enable organisations to

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise susceptible children and young people to hold extreme views including views justifying political, religious, sexist, racist and other violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them susceptible to future radicalisation.

MathsMakers values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Pupils, staff and volunteers have the right to speak freely and voice their opinions. However, freedom comes with responsibility, and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. MathsMakers recognises that exploitation and radicalisation need to be viewed as a safeguarding concern. Through updates and training, MathsMakers ensures that all staff members are clear on signs of radicalisation and know how to report any concerns they may have. All members of staff are required to complete the GOV.UK Prevent Awareness course that explains the 'notice, check, share' procedure to be followed.

### **Signs of Radicalisation**

Radicalisation can happen both in person or online.

Everyone is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. But these signs may mean someone is being radicalised:

- accessing extremist content online or downloading propaganda material
- justifying the use of violence to solve societal issues
- altering their style of dress or appearance to accord with an extremist group

- being unwilling to engage with people who they see as different
- using certain symbols associated with terrorist organisations.

### **Prevent Referral Form**

See Appendix 2 below.

In the first instance, a Prevent concern is to be shared with the police or shared with the MathsMakers Designated Safeguarding Lead, Helena Mullins, or the Deputy DSL, Karen Smith, who will then make a formal referral to the police.

All Prevent referrals are triaged by specialist police officers to see if there is reasonable cause to suspect that a person might be susceptible to radicalisation or at risk of becoming a terrorist or supporting terrorism.

When making a Prevent referral MathsMakers considers the following principles:

- Information sharing is deemed to be necessary and proportionate.
- Only information that is required is passed on to those who need it.
- Information sharing is in accordance with General Data Protection Regulation (GDPR), the Data Protection Act (DPA) 2018, and the Human Rights Acts 1998.

After the initial gateway assessment, what happens next depends on the type and level of terrorism risk the police find. If the police think a person poses serious or imminent risk, they can manage it in a Police-led partnership or investigate it right away.

The main way in which people who may be susceptible to radicalisation are supported is through a local authority-led, multi-agency programme called Channel.

## Appendix 2 - Safeguarding Cause for Concern Forms

### FORM 1 - Child Protection Cause for Concern

Pupil's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Class/year group: \_\_\_\_\_

Ethnicity: \_\_\_\_\_

#### **Any disability or special needs:**

#### **What are your concerns about the pupil?**

Please provide a description of any incidents or observations including dates and times.

#### **1. What have you observed and when?**

Include anything you have personally witnessed. Be clear about what is fact and what is your opinion.

#### **2. What have you been told and when?**

Include anything the child or another person has told you. Use exact words if possible. Be clear about who has said what.

#### **3. What have you heard and when?**

Include any information you have heard from a third party relating to the concern.

**4. What action have you taken in response to this concern?**

Have you contacted the school's **Designated Senior Person** with responsibility for Safeguarding and Child Protection? Have you contacted MathsMakers Designated Persons?

**If the child has a physical injury, have you sought medical advice? Has the child received any medical attention in relation to the injury?**

Date and time of this record: \_\_\_\_\_

Your name (please print): \_\_\_\_\_

Your position or job title: \_\_\_\_\_

Your signature: \_\_\_\_\_

*Now give this record to the MathsMakers Designated Person.*

Date and time received by the MathsMakers Designated Person: \_\_\_\_\_



## FORM 2 - PREVENT Cause for Concern

Pupil's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Class/year group: \_\_\_\_\_

Ethnicity: \_\_\_\_\_

<b>DESCRIBE CONCERNS</b>	<b>In as much detail as possible, please describe the specific concern(s) relevant to Prevent.</b>
<p>Please Describe</p>	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"><li>• How / why did the student come to your notice in this instance?</li><li>• Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li><li>• Has the student discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li><li>• Does the student have contact with groups or individuals that cause you concern? Who? Why are they of concern? How frequent is this contact?</li><li>• Is there something about the student's mobile phone, Internet use or social media use that is worrying to you? What exactly? How do you have access to this information?</li><li>• Has the student expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li><li>• Has the student shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li><li>• Please describe any other concerns you may have that are not mentioned here.</li></ul>	

<b>COMPLEX NEEDS</b>	<b>Is there anything in the student's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?</b>
Please Describe	
<b>FOR EXAMPLE:</b> <ul style="list-style-type: none"> <li>● Victim of crime, abuse or bullying.</li> <li>● Financial or housing problems.</li> <li>● Citizenship, asylum or immigration issues.</li> <li>● Personal problems, emotional difficulties, relationship problems, family issues, court proceedings.</li> <li>● Any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse.</li> <li>● Expressed feelings of injustice or grievance involving any racial, religious or political issue.</li> <li>● Educational issues, developmental or behavioural difficulties, mental ill health.</li> <li>● Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>	
<b>OTHER INFORMATION</b>	<b>Please provide any further information you think may be relevant, e.g. social media details, other agencies or professionals working with the student, etc..</b>
Please Describe	

<b>SAFEGUARDING CONSIDERATIONS</b>	
<b>Does the student have any stated or diagnosed disabilities, disorders or mental health issues?</b>	Yes / No / Not known
<b>Have you discussed this student previously with the MathsMakers Designated Safeguarding Lead or Deputy DSL?</b>	Yes / No
What was the result of the discussion?	
<b>Have you taken any direct action with the student since receiving this information?</b>	Yes / No
What was the action & the result?	
<b>Have you discussed this student with the school's DSL?</b>	Yes / No

Date and time of this record:

Name (please print):

Position or job title:

Signature:

## Appendix 3 - Local Authority Designated Officers (LADO)

### **Barnet**

Barnet's LADO should be contacted via the Multi-Agency Safeguarding Hub (MASH) Team.

Tel. 020 8359 4066, Monday to Thursday 9am to 5.15pm and Friday 9am to 5pm.

Outside of these hours, contact the Emergency Duty Team on 020 8359 2000

### **Brent**

The 24-hour number is Brent Family Front Door / Children and Families Social Services: 020 8937 4300, Option 1.

### **Harrow**

Janice Miller: Janice.Miller@harrow.gov.uk

Tel: 020 8736 6435 Monday – Friday

For any other days, contact the Golden Number: 020 8901 2690 (out of hours: 020 8424 0999)

### **Westminster**

LADO Aqualma Daniel 07870 481712, [adaniel@westminster.gov.uk](mailto:adaniel@westminster.gov.uk)

OR 020 7641 7668 and ask to speak to the Duty Child Protection Advisor/LADO.

You can send LADO referrals to email: [lado@westminster.gov.uk](mailto:lado@westminster.gov.uk)

Elaine Campbell (Tri-Borough Safeguarding and Child Protection Schools and Education Officer) 07817 365519 / 0207 598 4876 – [Elaine.campbell@rbkc.gov.uk](mailto:Elaine.campbell@rbkc.gov.uk)

Westminster Safeguarding and Child Protection – 0207 641 4000