



## Useful Information

For more information, or to get a better insight on how to recognise and identify forms of abuse and mistreatment visit the following sites:

**NSPCC** (National Society for the Prevention of Cruelty to Children)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

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**Help for adults concerned about a child caught up in gangs, sexual exploitation, radicalisation or abuse:**  
Call the **NSPCC** on 0808 800 5000

**Help for children who are victims of abuse or any other mistreatment:**  
Call **ChildLine** on 0800 1111

If you are concerned about the welfare of a child at Oasis Silvertown Academy please do not hesitate to contact the school Safeguarding Lead, Romala Gill or the Deputy Safeguarding Lead Emily Boxer you can also inform the Headteacher Johanna Thompson.

It is estimated that for every child identified as needing protection from abuse **another 8 are suffering abuse**

**Ms Johanna Thompson** (Principal)

**Mrs Romala Gill** (Assistant Principal and Designated Safeguarding Lead)

**Mr James Gordon** (Assistant Principal and Deputy Safeguarding Lead)

t: 020 7059 2500

e: [safeguarding@oasissilvertown.org](mailto:safeguarding@oasissilvertown.org)

# The Child Protection & Safeguarding

## Handbook for Parents



**At Oasis Academy Silvertown we strongly believe that children have a right to feel secure and cannot learn effectively unless they do!**

## What the school does to keep our children

At Oasis Silvertown Academy we have a moral and statutory duty to safeguard and protect the welfare of all our children. We provide a welcoming and safe environment where our children feel safe, respected, valued and cared for. We have strict procedures and guidelines to ensure that children receive effective support and protection and are safe.

### Academy Procedures:

- We ensure staff members are trained in Child Protection, and Safeguarding procedures and practices annually.
- We ensure signs of concern are picked up at an early stage.
- We ensure staff are trained on the positive handling of children
- All contractors and visitors working on site have a valid DBS check, which must be presented to the school office staff upon arrival together with valid photo ID.
- No personal cameras/phones or other electronic devices are used to take pictures/videos of the children while working on site.
- The DSLs attend training every two years to ensure knowledge and understanding is up-to-date.

### Through Assemblies and Class Curriculum:

- Children have opportunities to talk about and discuss issues in a safe, non-threatening environment.
- Children learn how to keep safe online, not only in chatrooms etc, but also when generally browsing the net
- Children are taught Sex and Relationship Education (SRE), including understanding and respecting one's personal space and how to build healthy relationships with friends and peers.
- Children are made aware of the signs of bullying/cyber-bullying, and know whom to talk to about such issues.
- Children are taught about healthy eating and having a healthy lifestyle, including the importance of sleep & physical exercise.
- We work closely with our safer schools police officer to understand the social context of our children, their families and the community.
- Our safer schools police officer has delivered assemblies to our children.
- PSHE Curriculum is taught for 45mins twice a week for all cohorts.

## Safeguarding children is everyone's business

ness

My friend keeps asking for food from my packed lunch box. He said his mum can't afford to do shopping this week. I feel sorry for him. Should I tell my teacher?

My friend is always talking to people she doesn't know online. She keeps asking me to join their chats but my mum said I should not get involved. Should I tell someone?

My dad said I deserve to be punished because I'm a bad person. I'm scared he might hit me again. Is it ok to tell someone? I don't want him to be in trouble

If I tell the teacher they're bullying me online they might do it even more ...

I think my son's friend is being neglected at home. He's always poorly dressed and hungry. Who should I talk to?

**It is essential that we all work together to ensure that our children are safe, happy and secure**





## Parents & Academy Working Together ...

### IF YOU ARE CONCERNED ABOUT THE SAFETY OF A CHILD, YOU SHOULD ACT WITHOUT DELAY!

Children often don't tell others about the treatment they are experiencing or witnessing because they are frightened about what may happen to them. They feel they may not be believed and although they want it to stop, they may love or care for the person and not want them punished. In some cases the child may be scared that the person will find out that they have spoken to someone and worried that the situation will get worse. It is therefore important that we are sensitive and listen to children to ensure they feel that they can talk to us and trust that we will protect and help them.

- If the academy is concerned about a child they will discuss this with the parent/carer first, unless they believe the child is in immediate danger.
- The academy have a duty of care to all children and will report concerns that they have to the MASH team ( Multi Agency Safeguarding Hub ).
- Always report any injuries your child has to your child's teacher or to the school office.
- Parents should feel assured that although the services will always work in the best interest of the child, they will support families throughout the process

The person who leads on safeguarding students is called the designated safeguarding lead (DSL).

### Report it!

If you have concerns about a child's safety and wellbeing, including a child in your family you must **say something**. If you have any concerns or suspicions, you can speak to the academy's safeguarding person—**Mrs Romala Gill or James Gordon** however you may prefer to report a concern anonymously to any of the safety teams detailed on the back of this leaflet.

***'Say something if you see something'***



## Child Protection & Safeguarding Con-

There are many forms of abuse and neglect, many of which the majority of people understand, however, there are some aspects that some adults may deem acceptable due to personal or cultural beliefs. Regardless of cultural or personal beliefs, these still fall under the child protection policy. The main safeguarding and child protection categories are:

- Physical abuse
- Emotional abuse
- Sexual abuse (including exploitation/grooming/child trafficking/upskirting , sexual violence and sexual harassment between children )

*The National Society for the Prevention of Cruelty to Children's (NSPCC's) helpline received **12,708** contacts from people worried about a child being neglected in the year ending March 2019; around two-thirds of these were referred to an external agency, a higher proportion than for other types of child abuse.*

### Safeguarding links to Attendance & Punctuality

Attendance and punctuality play a strong part in the safety and welfare of our children.

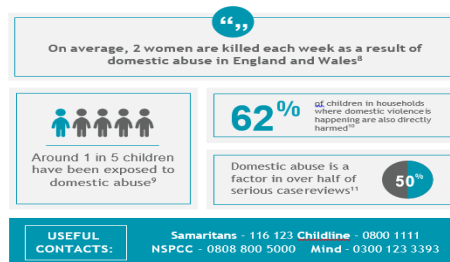
There is a link between poor attendance at school and concerns with the safety and wellbeing of vulnerable children. We take attendance very seriously and monitor all students attendance on a weekly basis.

The Academy has an attendance officer who works alongside the Academy DSL, parents, carers and other public services to ensure that we safeguard our vulnerable children and reduce truancy.

If your child is sick please contact the academy at 020 7059 2500 or email [gemma.perry@oasissilvertown.org](mailto:gemma.perry@oasissilvertown.org).



## Abuse



Abuse that most affect children in the UK:

### 1. Physical 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.

### 2. Emotional Abuse

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 children 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 the 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 also involve serious bullying (including cyber bullying), causing the child to frequently feel frightened or in danger.

### 3. Sexual Abuse

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 or non-penetrative acts such as 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).



## Mental Health

### Why is mental health so important?

Young people's mental health is becoming a global concern. So much so that it was the theme of this year's World Mental Health Day, and the government has announced that it is a huge focus of theirs. It cannot be ignored, and we must make it our priority too.

**1 in 10** children and young people in the UK have a mental health problem. It is believed that around **13% of young people self-harm**. **37%** of teenage girls report symptoms of depression and anxiety. **90%** of teachers say they have experienced a pupil suffering from anxiety and panic attacks. These types of figures continue to build up at an alarming rate

The academy offers the following support;

- Place2Be Mental Health Practitioner
- CAMHS Clinical Psychologist

Students can also access support from Kooth a free online counselling service.



Improving  
children's mental  
health

**camhs**  
CHILD AND ADOLESCENT  
MENTAL HEALTH SERVICES



On Kooth you can



Chat to our friendly  
counselors



Read articles  
written by young  
people



Get support from  
the Kooth  
community



Write in a daily  
journal



## E-Safety

*"When we buy our children their first bike we know we have to teach them to ride it. It's the same with technology. Make sure they have the best possible experience using it by teaching them how to use it safely"* Vicki Shotbolt, Executive Board Member of the UK Council for Child Internet Safety .



Growing up in a digital world is not easy. Sometimes your child may be feeling down, struggle with low self-esteem or have fears they are not ready to talk to others about. Perhaps they are being bullied or a friend is being unpleasant

As part of our commitment to safeguard our students and working with parents/carers the academy will collect all mobile phones and electronic devices from students. These will be kept in a secure location until the end of the day.

If a member of staff **sees it or hears it**, the device will be confiscated and parents/carers will need to collect the device.



## KEEPING CHILDREN SAFE ONLINE

Tips for adults and carers

<b>Explain</b>	Explain how children can use privacy settings	<b>Check</b>	Check tagging settings so child's identity not revealed when sharing posts/photos
<b>Disable</b>	Disable location services on mobile devices to avoid being tracked	<b>Encourage</b>	Encourage children to talk if they see anything that upsets them
<b>Show</b>	Show them how to report offensive comments or block people if necessary	<b>Ask</b>	Ask them to show you which social media apps they use

### 4. Neglect

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, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Visible signs of child neglect can be seen in the form of:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

### 5. Child sexual exploitation (CSE)

A child is subject to a form of sexual abuse where an individual or group takes advantage of, or manipulates, a child into sexual activity, in exchange for something the victim wants/needs, and/or for the financial advantage of the perpetrator.

### 6. Peer-on-peer abuse

Peer-on-peer abuse can involve domestic abuse, CSE, serious youth violence and harmful sexual behaviour. There is no clear boundary between peer-on-peer abuse and incidents that are

### Long Term Effects of Abuse on Children...

The effects of abuse are wide ranging and usually long lasting, and can include:

- Low self esteem
- Problematic behaviours
- Educational problems, e.g. slow to develop speech
- Relationship difficulties
- Mental health problems
- Substance (drug and alcohol) abuse
- Self-harm including actual or attempted suicide
- Difficulty in parenting their own children