

CHILD PROTECTION POLICY STRUCTURE GUIDANCE

SHH Federation Safeguarding and Child Protection

September 2023

Structure Guide Colour Code



Updates for 2023



Sections for schools to complete




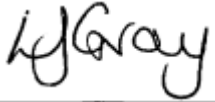
Text that needs deleting



CONTENTS

1. CORE SAFEGUARDING PRINCIPLES	4
2. PURPOSE OF POLICY	5
3. SAFEGUARDING LEGISLATION AND GUIDANCE	5
4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE	5
5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP	6
6. KEY DEFINITIONS	7
7. ROLES AND RESPONSIBILITIES	7
8. RIGHTS OF THE CHILD	9
9. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM	11
10. CHILDREN IN NEED OF A SOCIAL WORKER	12
11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT	12
12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN	13
13. SEND CHILDREN	14
14. CHILDREN ABSENT FROM EDUCATION AND CHILDREN MISSING EDUCATION	15
15. ELECTIVE HOME EDUCATION	17
16. WHISTLEBLOWING	17
17. REPORTING OF ALLEGATIONS AGAINST STAFF & CONCERNS THAT DO NOT MEET THE HARM THRESHOLD	18
18. STAFF SAFEGUARDING TRAINING INCLUDING TRAINING FOR GOVERNORS	19
19. VISITORS	20
20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS	21
21. IDENTIFYING ABUSE	21
22. INDICATORS OF ABUSE	22
23. VOICE OF THE CHILD	23
24. SAFEGUARDING ISSUES	24
25. CHILD SEXUAL EXPLOITATION	24
26. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES	27
27. SERIOUS YOUTH VIOLENCE	29
28. ONLINE HARMS	29
29. DOMESTIC ABUSE	32
30. SO-CALLED HONOUR-BASED ABUSE	33
31. RADICALISATION AND EXTREMISM	35

32.	CHILD-ON-CHILD ABUSE	36
33.	CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT	39
34.	YOUTH PRODUCED SEXUAL IMAGERY	43
35.	BULLYING (INCLUDING CYBERBULLYING)	44
36.	HOMELESSNESS	45
37.	CHILDREN AND THE COURT SYSTEM	45
38.	CHILDREN WITH FAMILY MEMBERS IN PRISON	46
39.	PRIVATE FOSTERING	46
40.	YOUNG CARERS	46
41.	CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS	47
42.	MODERN SLAVERY	47
43.	TAKING SAFEGUARDING ACTION	48
44.	EARLY HELP	48
45.	HANDLING THE REPORTING OR SHARING OF CONCERNS	49
46.	CONFIDENTIALITY AND SHARING INFORMATION	51
47.	REFERRING TO CHILDREN'S SOCIAL CARE	52
48.	ESCALATION PROCEDURES	55

Approved by:	Main Governors	Date: October 2023
Signed	Chair of Governors 	Curriculum Chair 
Last reviewed :	<p>1st September Safeguarding INSET – all staff/ governors reviewed annually September/October 2022. February 2021 – New Executive Headteacher and Heads of School October 2020 New LA Model Policy adopted to reflect KCSIE 2020 Reviewed with staff and Curriculum Standards Committee 21st September 2023.</p> <p><i>Changes include Personnel updates Clarity about absence and missing education procedures Low level concerns term changed to concerns not meeting threshold Online monitoring responsibilities by DSLs Domestic Abuse – DASH form, Cyber security for data, Escalation procedures in writing.</i></p>	
Next review due by:	September 2024	

***NB:** in this document **‘the school’** refers equally to Stewart Headlam School and Hague School.

The Stewart Headlam and Hague Schools’ Federation has adopted the Tower Hamlets Child Protection Model Policy to ensure compliance and consistency of practice between the two schools. The responsibility remains with the governing body to ensure that the Child Protection policy is compliant and effective for the individual schools.

Ethos and Values

As Rights Respecting Schools, Stewart Headlam & Hague support the United Nations Convention on the Rights of the Child (UNCRC). All articles are of equal importance but for this policy we prioritise **UNCRC Articles Nos 19 and 12, particularly when talking to children:** Children have the right to be looked after, kept safe and not harmed. They have a voice and the right to be heard and have a say about what happens them.

The Child Protection Policy is made available and accessible to staff, parents and visitors. It is on the schools’ website, shared drive, referred to in staff handbook, staff induction, staff training, and parent pack/induction and available in hard copy in the school office or staffroom.

Safeguarding policies will be reviewed at the school annually unless an incident, new legislation or guidance calls for the need for a review.

The SHH Federation Schools are fully committed to safeguarding and child protection. The SHH Federation belief is that ‘it could happen here in our schools’ and that it is ‘everyone’s responsibility’ to be alert to signs of abuse and to report it to the named Designated Child Protection Leaders (DSL) in each school.

The procedures within the Child Protection Policy apply to all staff, volunteers, visitors and governors. All procedures are written in accordance with Keeping Children Safe in Education 2022 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

This policy should be read and applied alongside SHH Federation Policies

<ul style="list-style-type: none"> ● Hague Staff Conduct – Information Handbook or ● Stewart Headlam Staff Conduct – Information Handbook. ● Safer Recruitment ● Child protection records retention and storage ● Health and safety ● Induction training ● Adult: child supervision ratios ● Attendance /Children Missing Education 	<ul style="list-style-type: none"> ● Behaviour /Anti-bullying ● British Values and prevent ● Online safety inc AUP/ Sharing images ● GDPR records retention and storage ● PSHE / RSE ● Complaints Policy ● Visitors and Speakers in School ● Whistleblowing ● Equalities
---	---

1. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns shared and reported by children will be taken seriously.
- All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection. This includes children’s lives in digital and online environments.
- The child’s wishes and feelings will always be taken into account at the school when determining what action to take and what support to provide.
- All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or concern shared that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school's safeguarding arrangements; underpin the school's safeguarding policies, procedures and systems; and pervade the whole school approach to safeguarding at **Stewart Headlam and Hague Schools**.

2. PURPOSE OF POLICY

- To provide all staff with key information to enable them to identify safeguarding concerns and know what action to take in response.
- To ensure consistent good practice throughout the school.
- To demonstrate the school's commitment to safeguarding to the whole school community: pupils, parents and other partners.

3. SAFEGURDING LEGISLATION AND GUIDANCE

The following safeguarding legislation and government guidance have informed the content of this policy:

- Section 175 of the Education Act 2002 (Local maintained schools only)
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- The Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguarding Children 2018 (Updated July 2022)
- [Keeping Children Safe in Education \(1 September 2023\)](#)
- What to do if you're worried a child is being abused 2015
- [Statutory Framework for the early years foundation stage \(1 September 2021\)](#)
- The Teacher Standards 2012

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE

The following THSCP safeguarding guidance has informed the content of this policy:

- [London Child Protection Procedures revised 7th Edition \(London Safeguarding Children Board, 31st March 2023\)](#)

- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2023
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2023

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Child Safeguarding Practice Reviews,¹ participate in the THSCP multi-agency safeguarding training offer, and co-operate with the THSCP's and borough's Section 175/157 School Safeguarding Audit cycle.

¹ For more information on the Rapid Review process, Child Safeguarding Practice Reviews and Child Death Reviews, Working Together 2018 Chapters 4 and 5 should be consulted. Working Together 2018 paragraphs 25-27 provide more information on the expectation of school's role within the safeguarding partnership arrangements.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

The phrase 'child protection' refers to the processes followed to protect children who have been identified as suffering or being at risk of suffering significant harm.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, carers, foster carers, and adoptive parents.

Staff refers to all those who work for the school or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

7. ROLES AND RESPONSIBILITIES

The Governing Body have the strategic leadership responsibility for safeguarding arrangements at the **SHH Federation schools**. As a collective body it must have regard to all relevant statutory guidance issued, including *Keeping Children Safe in Education*, ensuring that school's safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective for the education setting.

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school the Safeguarding Link Governor is **Lindsey Gray**.

The Head Teacher is responsible for ensuring that the school's Child Protection Policy and other safeguarding policies are communicated to all staff, understood by all members of staff, and followed by all members of staff.

The Designated Safeguarding Lead takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis.

Designated Safeguarding Leaders (DSL)		
SHH Federation DSL	Judy Knappett Executive Headteacher	0207 739 9574 head@hague.towerhamlets.sch.uk
Hague Deputy DSL	Sue Walsh Head of Hague School	0207 739 9574 swalsh@hague.towerhamlets.sch.uk
Stewart Headlam Deputy DSL	Nilufar Chowdhury Head of Stewart Headlam School	0207 247 1201 nilufar.chowdhury@stewartheadlam.towerhamlets.sch.uk
Staff with specific safeguarding responsibilities		
SHH Prevent Curriculum Lead & Online Curriculum Leads	AHT Alison Goodliffe Nilufar Chowdhury HoS	Alison@hague.towerhamlets.sch.uk nilufar.chowdhury@stewartheadlam.towerhamlets.sch.uk
SHH SEND/Inclusion Deputy DSL	SENCo Neelma Begum	nbegum113.211@lgflmail.org neelma@hague.towerhamlets.sch.uk
Hague Staffing/DBS	Tracy Webster	admin@hague.towerhamlets.sch.uk
Stewart Headlam Staffing/DBS	Mike Bull	mbull25.211@lgflmail.org
Governors		

Safeguarding Link Governor	Lindsey Gray	0207 739 9574 Via admin@hague.towerhamlets.sch.uk
Chair of Governors	Paul Gardner	Via admin@hague.towerhamlets.sch.uk

During school holidays, one of the DSLs will be ‘on-call’ with named details of who to contact included on out of office messages.

All staff should recognise that as frontline workers they are in an important position to identify concerns early, provide help and support to children, promote children’s welfare, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to report safeguarding concerns immediately to the DSL. **Staff report a concern to the DSL, using CPOMS the school’s safeguarding record system. The DSLs should be informed of all concerns on the same day.**

If in doubt about any safeguarding matter, staff should **always** speak to the DSL.

All staff are expected to keep the school values at the core of their daily conduct and understand that they have a legal duty to safeguard the child. Ultimately, the best interests of the child must be at the centre of all decision making, behaviours and action taken in relation to children.

8. RIGHTS OF THE CHILD

The school upholds the human rights of the child in accordance with the Human Rights Act 1998.² It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following **Convention rights of the child** across its safeguarding policies and procedures:

- **Article 3:** the right to freedom from inhuman and degrading treatment (an absolute right)
- **Article 8:** the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity

² <https://www.equalityhumanrights.com/en/human-rights>

- **Article 14:** requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- **Protocol 1, Article 2:** protects the right to education.

In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). **See SHH Equality Policy.** The school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race- who may be at a disadvantage and be disproportionately vulnerable.

In fulfilment of the school's Public Sector Equality Duty the school has due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

Within the context of safeguarding and promoting the welfare of children, the school supports pupils with protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. The school considers taking positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children, including those with long term conditions. For example, the school would consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement.³ All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that

³ <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.⁴ The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. **SHH Federation is participating in the Tower Hamlets Global Humanities Project - Working Towards an Anti-Racist School Curriculum TARC to further implement a whole school and federation approach to anti-racism.**

9. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM

All staff should recognise that all children are vulnerable but that some children may be more vulnerable than others and at more risk of harm. Children known to a Social Worker, Looked After Children (LAC) and Care Leavers are likely to have suffered abuse at some point in their childhood and may be more vulnerable to further abuse including exploitation. Staff need to be aware that other children who may be potentially more at risk of harm include

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;

⁴ https://www.towerhamlets.gov.uk/lgnl/community_and_living/Inequality-Commission/Black-Asian-and-Minority-Ethnic-Inequalities-Commission.aspx

- has returned home to their family from care; and
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

Staff must be more vigilant in their day-to-day work with children when the above vulnerabilities are known and report all concerns immediately to the Designated Safeguarding Lead.

10. CHILDREN IN NEED OF A SOCIAL WORKER

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged, and have a negative impact on their attendance, learning, behaviour and mental health.

When making decisions about safeguarding, carrying out risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services. The school will co-operate with the Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.

School staff work in partnership with the allocated social worker to facilitate good communication and additional pastoral care as agreed in CP or CIN meetings. Heads of School to ensure that Children known to a Social Worker are monitored at least termly as part of pupil progress reviews, with access to wider curriculum, learning, social and emotional support and extra-curricular opportunities.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems.⁵ All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

The Mental Health Lead for each school is, The Head of School, referrals to CAHMS or additional services are via the Head of School supported by SENCo. Neelma Begum.

The SHH Federation Learning Mentor, John Waters supports children who may be experiencing feelings of anxiety, social and emotional issues.

Staff and parents are able to refer children for support, pupils are encouraged to self-refer. The Learning Mentor meets termly with the Heads of School and Inclusion Manager to review pupil needs, resources and support plans.

12. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after by the Local Authority is as a result of abuse including neglect.

Staff need to have the skills, knowledge and understanding to safeguard Looked After Children and Previously Looked After Children in recognition of their heightened vulnerability.

The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children. The designated teacher will work with the Virtual School to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

⁵ For further information staff should read relevant government guidance including [Promoting and supporting mental health and wellbeing in schools and colleges \(2022\)](#) and [Mental Health and Behaviour in Schools \(2018\)](#)

The AHTs Alison Goodliffe and Mili Begum are the Designated Teachers in each school. They will work with the Virtual School Headteacher as required; to safeguard and promote the educational outcomes of Looked After Children and Care Leavers;

- The designated teacher will attend relevant training and review meetings with the pupil and Virtual School Headteacher.
- The teacher will ensure that the PEP is implemented and record keeping kept up to date.
- Additional Resources linked to Pupil Premium Funding and monitoring are targeted to ensure best educational outcomes based on review of their needs linked to PEP targets and priorities. Heads of school review these as part of pupil progress meetings
- **Staff will be advised of the agreed support plan which all staff working with the child need to be aware of in their day-to-day roles.** Heads of School to ensure that Looked after children are monitored at least termly as part of pupil progress reviews with access to wider curriculum, learning, social and emotional support and extra-curricular opportunities.

The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support put in place.

13. SEND CHILDREN

Children with special educational needs and disabilities (SEND) or physical health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- professionals and other adults making 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 or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;

- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse. Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Further information on safeguarding SEND children is available in the non-statutory guidance [Safeguarding Disabled Children](#) (2009), but staff should speak with the DSL and SENDCO in the first instance.

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

The school supports and safeguards SEND pupils including children who have physical health conditions. The Policy for supporting pupils with Medical needs explains the measures in place to make safeguarding systems accessible to all children; staff should be vigilant when working with SEND pupils to ensure that their needs are met as per their Health Care and Personal Support Plan.

14. CHILDREN ABSENT FROM EDUCATION AND CHILDREN MISSING EDUCATION

The school closely monitors attendance, absence, *suspensions*, and exclusions. A child *absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues* and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, *and* child criminal exploitation (*county lines*)

In accordance with the DfE's Working together to improve school attendance, the school follows up on absences and addresses persistent absence as part

of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future. Staff address daily absence and persistent absence as soon as these problems emerge as part of school's early help response. Staff should be alert to children already known to be vulnerable especially Children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

PROCEDURES FOR CHECKING ABSENCES WITHIN THE FEDERATION SCHOOLS

The school will undertake:

1. Daily register checks and make local enquiries for reasons of absence.
2. School requests at least 2 people with current contact numbers and addresses are given for parent/carers. It is the parents' responsibility to ensure that school knows reasons for absence.
3. If parents do not contact the school the attendance officers will persist with alternative contacts until the child's whereabouts and reason for absence is known.
4. To monitor the number of referrals to the Attendance and Welfare Advisor (AWA)
5. To monitor the 'blocks of absence' occurring particularly for vulnerable children.
6. To monitor when a child applies for or does not return from extended leave in discussion with the AWA
7. To ensure that the appropriate local authority CME form is completed in all cases when a child is missing, going off school register. All efforts will be made to confirm new address, contact details and school placement whether in UK or abroad.

We will support other schools in their duty to monitor Children Missing from Education. The school is committed to this approach as part of its duty of care to go beyond the policy requirements.

In all applicable cases, the Local Authority must be notified when the condition for deletion is met, but not before the child is deleted from the admission register. This enables the Local Authority to follow up on any concerns that may exist around the child's welfare.

Notification to London Borough of Tower Hamlets of Child taken off School Admissions and Attendance Registers

Governors are kept informed of pupils going on and off roll.

When a pupil does not return to school and the whereabouts of the child and their family are not known, the school will make reasonable enquiries and refer

the child to the Attendance & Welfare Advisor to support with those enquiries to ascertain the child's whereabouts, and only after these steps have been taken refer to the Local Authority using a Missing Children referral form.

When a pupil does not return to school and the whereabouts of the child and their family are not known after the school has made initial inquiries, the school must refer to the Local Authority using a Missing Children referral form.

Contact: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, Saadia.Anwer@towerhamlets.gov.uk 020 7364 3426 / 07562 431 817

15. ELECTIVE HOME EDUCATION

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart. Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the head teacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family. In accordance with LBTH Policy this meeting **has to** occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.

16. WHISTLEBLOWING

All staff members have a responsibility to raise concerns about poor or unsafe practice and potential failures in any aspect of the school's safeguarding arrangements and staff should feel confident that such concerns will be taken seriously by the senior leadership team.

See Whistleblowing Policy, which staff need to follow

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available including:

The NSPCC Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at nspcc.org.uk/whistleblowing.

17. REPORTING OF ALLEGATIONS AGAINST STAFF & CONCERNS THAT DO NOT MEET THE HARM THRESHOLD

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2022 Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2022.

An allegation is made against a member of staff including supply staff, volunteers, contractors and governors, when an individual 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 or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff must report all allegations, irrespective of the source, directly to the Head Teacher and ensure that it is put in writing, signed and dated. If the subject of the allegation is the head teacher, then the allegation should be directly reported to the Chair of Governors.

On receipt of a report of an allegation, the head teacher will make immediate contact with the Local Authority Designated Officer for an initial discussion. If the allegation concerns the head teacher, then the Chair of Governors shall make contact with the LADO.

When an allegation is made against a supply member of staff, the head teacher will be the case manager and take the lead in contacting the LADO.

When schools receive a report of an allegation relating to an incident that happened when an individual or external organisation was making use of the

school premises for activities involving children, the Headteacher should seek the advice of the LADO.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

Email: Melanie.Benzie@towerhamlets.gov.uk or
LADO@towerhamlets.gov.uk

Telephone: 0207364 0677

In accordance with the Early Years Framework registered Early Years settings must notify Ofsted of serious allegations of harms and the actions taken by the setting as soon as is reasonably practicable but no longer than 14 days. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Concerns about staff that do not initially seem to fulfil the allegation criteria set out above are known as Concerns that do not meet the Harm Threshold, sometimes called low-level concerns, not because they are insignificant but because they do not initially seem to meet the harm threshold. Staff should report and self-report such concerns in accordance with the school's procedures which are found in the school's Staff Code of Conduct. Contact will be made with the LADO for advice and guidance when appropriate as part of the Head teacher's or Chair of Governor's response to the report.

See Staff Code of Conduct section on Concerns that do not meet the Harm Threshold (replacing Low Level Concerns 2023).

All staff should understand their responsibility to report **all concerns** about staff conduct which has taken place at the school or outside of the school including online environments, no matter how small or insignificant they might be perceived to be.

18. STAFF SAFEGUARDING TRAINING INCLUDING TRAINING FOR GOVERNORS

In addition to School Staff, Governors and Trustees are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. The safeguarding training at induction and indeed as part of continuous

professional development should include Online Safety covering among other things an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring systems in place at the school. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place.

Safeguarding training is offered to governors with options of face to face or online. Staff safeguarding INSET is scheduled annually which staff have to catch up on their return. Safeguarding components are included in induction for new staff including agency staff and volunteers.

- **Staff receive safeguarding updates and bulletins via email. They are expected to be proactive in keeping up to date by reading emails and acting on information.**
- **Safeguarding policies and KCSIE 2023 are communicated to them via email with hard copies available in the staff room.**

19. VISITORS

The schools' Visitors and Speakers Policy includes online background checks for external speakers. They are undertaken for assembly or class presenters to ensure that British Values are respected and children not exposed to radical or extreme views by the speakers.

- **Teachers organising education visitors to the school need to complete the risk assessment and get agreement from the school Education Visits Coordinator in advance of the presentation.**
- Staff attend the presentation, if anything controversial is raised this should be challenged appropriately within the session.
- **Visitors are welcomed to school for many reasons including curriculum workshops, assemblies and presentations.**
- **Parents/Carers, Education Professionals, Supply Teachers** sign in and wear visitor lanyards.
- Staff challenge unidentified visitors on site and report all unregistered visitors to the Head of School who will advise the LADO and Local Authority if there are any safeguarding concerns.

Family visitors on site are welcomed by staff to staff supervised events i.e assemblies and open afternoons.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the [PACE Code C statutory guidance](#).

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

The schools have after school clubs but not extended school. Off-site activities are subject to a risk assessment on Evolve. The school's Child Protection Policy and safeguarding procedures apply where there is direct management and supervision from the school.

Teachers undertake off-site risk assessment to be assured that effective safeguarding arrangements are in place, when pupils attend off-site activities, including day and residential visits and work-related activities the EVOLVE risk management procedures are followed.

Where services or activities are provided separately by another organisation **outside of normal school hours**, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. **This applies regardless of whether or not the children who attend any of these services or activities are pupils on the school register. The safeguarding standards expected of these external organisations, when they are not currently regulated**, are set out in the Department for Education's Keeping Children Safe during community activities, after school-clubs and tuition: non-statutory guidance for providers running out-of-school activities (April 2022). The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

21. IDENTIFYING ABUSE

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse may be carried out by adults and other children.

The school is aware that children can be at risk of abuse, harm and exploitation outside of the family home. Such extra familial harms include

sexual exploitation, criminal exploitation, serious youth violence, and abuse that occurs on digital and online platforms. All staff especially the DSL and Deputy DSLs must consider whether children are at risk of harm and exploitation in environments outside the family home. All staff should therefore apply a Contextual Safeguarding approach when safeguarding children in the setting.

22. INDICATORS OF ABUSE

Physical - 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional - the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to: provide adequate food, clothing and 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 care-givers); or ensure access to appropriate medical care or treatment.

The DSL is aware of the borough's [LBTH Neglect Guidance](#) toolkit and all school staff understand their important frontline role in identifying children who may be suffering from Neglect.

23. VOICE OF THE CHILD

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.

There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour **including misbehaviour** may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns.

KCSIE 2023 Part 2 requires schools to have a Child Protection Policy that refers to the systems in place to facilitate children voicing their concerns and reporting abuse.

According to KCSIE these systems need to be accessible, understood by all children and promoted throughout the school.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently, because they know that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. As Rights Respecting Schools promoting the UNCRC, Article 12 encourages children to have a voice and Article 20 prioritises the right to be kept safe.

- Assemblies, PSHE lessons, Jigsaw Circle Times are used to explain how to communicate concerns.
- Posters with Child line information and NSPCC contact information is easily available to pupils.
- At Stewart Headlam and Hague all children are encouraged to ‘speak-up’ and ‘start telling other people’ if anything is a cause for concern to them.
- The behaviour policy and anti-bullying policy reflect listening to children’s voice. These are reviewed annually with pupils in the Autumn Term.
- Class teachers and teaching assistants make sure that pupils know they are here to listen.
- The Learning Mentor is regularly available in the playgrounds at break and lunch times to pick-up on any concerns. Children are encouraged to self-refer to the Learning Mentor.

24. SAFEGUARDING ISSUES

25. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity 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. CSE can occur over time or be a one-off occurrence and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, as they may believe they are in a genuine romantic relationship. Children may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Staff should be vigilant and be aware of the following indicators of CSE, which is by no means an exhaustive list, and report all concerns immediately to the DSL:

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant.
- 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 school ensures communication of CSE risks to children through the PSHE and RSE curriculum.

The school participates in the Tower Hamlets agreed range of PSHE assemblies supported by NSPCC resources/ presenters for years 2, 4 and 6.

These include simple messages with age appropriate information and guidance about children and sexual exploitation.

- The Pants Song and Rule is shared with pupils from EYFS – Year 6 with knowledge of who to talk to if worried.
- **The PSHE and RHE** curriculum includes a focus on personal safety.

Children learn about safe, healthy, age appropriate, relationships in RHE and PHSE. Through JIGSAW and THEWS work children learn about health, emotional wellbeing, and drug and alcohol misuse.

There are many challenges in supporting children and families, particularly if the child does not recognise the coercive nature to the relationship.

- The Federation's rights respecting curriculum and participation in recommended workshops, sponsored by agreed Tower Hamlets Agencies, i.e. Equal-Teach and Teach Equal supports personal development and understanding.
- Teaching awareness helps pupils and families explore complex issues like honour, keeping secrets, modern slavery, refugees and hooks into gangs or drugs. The workshops are particularly helpful for upper KS2 children. The workshops assist in the teaching of **critical thinking skills** with time to rehearse consequences and decision making which are essential skills for complex issues. Our aim is developing trust and communication between family and school to prevent or deal with issues as they arise.
- We encourage staff and parents to stay safe at all times and to be aware of drug related crime activity taking place close to school.
- All staff and parents are advised to report any seen drug related behaviour to the Police and anti-social behaviour team. Working in partnership with local agencies and services we hold workshops and meetings to support the community with eradicating drug related activity.
- Assemblies and workshops with children support the children's confidence to report issues to parents and staff and to avoid being exploited.

For further information staff can read the [Home Office Statutory Guidance](#) on Child Sexual Exploitation as well as speaking to the DSL.

26. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country through County Lines, forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to

All Staff should be aware that girls as well as boys can be risk of CCE. It is important for staff to note that boys or girls being criminally exploited are at higher risk of being sexually exploited.

Staff need to be aware of some of the indicators of CCE:

- children who are in possession of multiple phones and overly anxious to check their phones
- children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- 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.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Many of the indicators of children involved in County Lines are as described above under CCE. However, in addition they can include children who:

- go missing from education and/or home and subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society [County Lines Toolkit For Professionals](#).

[N.B. Primary schools should be alert to the increase vulnerability of children under 10 years old being exploited because they are under the age of criminal responsibility]

27. SERIOUS YOUTH VIOLENCE

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

28. ONLINE HARMS

Children should have the right to explore the digital environment but also the right to be safe when on it. However, technology often provides the platform that facilitates harm, and the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse **such as cyberbullying and nudes and semi-nudes.**

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse **other children** online, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. **In accordance with Behaviour in Schools. Advice for head teachers and school staff (September 2022), the school promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every pupil should be treated with kindness, respect and dignity.**

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk that should form the framework for school's approach to Online Safety:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- Contact: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or 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. When pupils are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

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

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk), which provides early intervention where children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

In accordance with the Prevent Duty the school has appropriate filtering and monitoring systems in place when children access the internet via school devices and when using the school network. The school meets the Department for Education's Filtering and Monitoring Standards through

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- reviewing filtering and monitoring provision at least annually.

- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet their safeguarding needs.

When pupils access the internet via the school's devices on the school network, the school's filtering and monitoring system blocks sites and access, to internet sites through LGFL restrictions and contributes to the schools' commitment and fulfilment of the school's Prevent Duty requirements.

The federation has safeguarding systems supported by LGFL /Connetix and Turniton which filter and monitor content so that the settings and controls are age appropriate for primary children and school settings. The IT consultants support SLT to monitor/ filter and block our online access to ensure age appropriate access to internet.

The schools' Online Safety Policy and Acceptable User Agreement for staff and students details procedures, roles and responsibilities. The policy is reviewed and updated annually. It includes Acceptable Use Agreement for staff and students to sign and adhere to.

The school reviews the effectiveness of the filtering and monitoring system teermly by checking the number of incidents which breach online protocols.

The school is committed to safety through the learning guidance which is provided to staff, pupils and parents. Online Remote Learning is safe for both staff and pupils, as and when it is done.

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. **This includes promoting an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems in place when children access the internet via school devices and the school network.**

As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

See the school's Online Safety Policy, Behaviour Policy, Acceptable Use Agreement for staff and pupils, and the school's Mobile Phone and Smart Technology Policy. Pupil phones are handed to the school office and not used during the school day.

The IT consultants support the school's ongoing risk assessment and reviewing of Online Safety at the school.

Staff should report Online Safety concerns about pupils to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little distinction between the online and face to face interactions as the two environments often intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

Staff should be aware that children with known vulnerabilities such as SEND, LAC and PLAC children and Children known to a Social Worker, may be more vulnerable to harm and exploitation in the online and digital environments.

29. DOMESTIC ABUSE

The Domestic Abuse Act 2021 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 recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members and is not restricted to the family home. According to the definition the person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be "personally connected". Domestic Abuse may involve a range of abusive behaviours, which may be a single incident or a pattern of abuse, including physical, sexual, emotional and economic abuse, and coercive and controlling behaviour.

Staff should be aware that 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. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and have a detrimental and long-term impact on their health, well-

being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home because of the abuse. Children 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'.

In response to safeguarding reports received about children involving Domestic Abuse, the school will make contact with Children's Social Care for advice and guidance. Where appropriate school will complete a DASH Risk Assessment with the individual reporting as a victim of Domestic Abuse.

The school has signed up to the Metropolitan Police's Operation Encompass project. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will notify the school's Designated Safeguarding Lead before the child arrives at school the following day, so that the school can provide 'silent support' to the child and follow up with Children's Social Care where appropriate.

30. SO-CALLED HONOUR-BASED ABUSE

So-called 'honour'-based abuse (HBA) 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 wider network of family or community pressure and can include multiple perpetrators. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such. 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 Honoured Based Abuse, or already having suffered Honour Based Abuse.

If staff have a concern regarding a child who might be at risk of Honour Based Abuse or who has suffered from Honour Based Abuse, they should speak to the Designated Safeguarding Lead, who will follow local safeguarding procedures.

Female Genital Mutilation

In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003.

For any concerns see [HM Government Multi-Agency Statutory Guidance on FGM, Updated 30th July 2020](#)

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 regulated health and social care professionals in England and Wales, 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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

The duty on teachers to report to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures and report concerns to the Designated Safeguarding Lead. If in doubt, staff should speak to the Designated Safeguarding Lead.

Forced Marriage

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

See [The Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines The Right to Choose Updated June 2022](#)

Virginity Testing and Hymenoplasty

The government has made it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022.

It is also illegal for UK nationals and residents to do these things outside the UK.

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance [Virginity testing and hymenoplasty: multi-agency guidance](#) (July 2022).

31. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

See [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect

to protecting people from the risk of radicalisation and extremism. Paragraphs 57-76 pertain to schools. There is specific statutory guidance for further education colleges.

The school completes and reviews Prevent Risk Assessment and Prevent Checklists as part of their Prevent Duty.

The Prevent Curriculum Leader of Learning reviews the curriculum with staff to ensure British Values are taught alongside critical thinking and how to stay safe online.

All Prevent concerns are referred to the Tower Hamlets Multi-Agency Safeguarding Hub and risk assessed.

Staff training and professional development includes explanation of schools' statutory guidance on the Prevent duty under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Annual safeguarding updates include access to Tower Hamlets training for the Federation Prevent Leads. The SHH Federation curriculum review includes staff identifying opportunities which enable pupils to discuss issues of religion, ethnicity and culture. The schools promote fundamental British Values as part of SMCS (spiritual, moral, social and cultural education)] through social events, assemblies and the PHSE curriculum.

Staff wishing to book workshops by visiting speakers must advise the Head of School/ EVC – coordinator and complete the relevant Prevent Risk Assessments in the context of visiting speakers and Prevent Checklists.

- This ensures that school visitors respect our values and ethos in assemblies
- Workshops and assemblies which support the curriculum enable pupils to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education.)

In LBTH the **Prevent Education /Youth Education Officer** is Iona Karrman-Bailey Iona.Karrman-Bailey@towerhamlets.gov.uk

In LBTH all Prevent referrals related to children should be made through the Multi Agency Safeguarding Hub.

32. CHILD-ON-CHILD ABUSE

Staff must be aware that children may be harmed by other children.

Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse.

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school adopts a Zero Tolerance Approach to child-on-child abuse.

All staff should recognise that even though there are no reported cases of child-on-child abuse among pupils, such abuse may still be taking place and that it is simply not being reported.

Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school.

Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- 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-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person's clothing without their knowledge and/or permission with the intention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence.

- Initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

It is a requirement of KCSIE 2022 Part 2 for the school's Child Protection Policy to detail procedures in place to minimise the risk of child-on-child abuse. **The Anti-Bullying policy details procedures to minimise the risk of Peer on Peer Abuse.** Allegations of peer on peer abuse will be recorded, investigated and dealt with following the Anti-bullying policy procedures.

Historically many of the issues above and others i.e sexting were perceived to be relevant to secondary age plus. However, we know that younger primary children are exposed to peer or sibling experiences sometimes referred to as 'bullying' which leads to or reflects these abusive behaviours. The schools' focuses on prevention work through Jigsaw PSHE Lessons, Assemblies and Critical Thinking to ensure pupils are informed that these types of behaviour choices are not acceptable or tolerated. Children and adults are expected to use rights respecting language, be courteous and kind.

The Anti-Bullying Policy encourages pupils to report if incidents are serious or if 'Several Times On Purpose children should 'Start Telling Other People' and 'Speak-up'.

It is a requirement of KCSIE 2022 Part 2 for the school's Child Protection Policy to outline how allegations of child-on-child abuse will be recorded, investigated and dealt with. **School to insert the relevant procedures here]**

All child on child abuse is investigated and recorded. Discriminatory or bullying behaviour is reported to parents, HT/DSL and Governors. It is monitored and acted upon to improve behaviour outcomes and relationships.

The Federation has a zero tolerance for bullying. The Anti-Bullying policy reflects this. Our response to peer on peer abuse is through a restorative justice process; encouraging perpetrators to take responsibility for their behaviour choices, words and actions and ensure positive behaviour changes. We support victims and work to ensure that future conduct is prevented with guidance on how to safely challenge and report.

It is a requirement of KCSIE 2022 Part 2 for a school's Child Protection Policy to include clear processes how victims, perpetrators and other children affected by child-on-child abuse are supported at the school.

The School uses conflict resolution strategies and a restorative justice process to ensure that all sides of the incident are heard. Victim has a voice to talk about how the behaviour affected them the perpetrator is able to respond with support and an action plan to improve relationships and conduct.

If the allegation is unfounded and malicious the victim is supported to resolve the conflict resolution and the perpetrator is in the victim's position.

The BASS Team may be used to support behaviour concerns.

33. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur when a group of children sexually assaulting or sexually harassing a single child or a group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability.

As part of school's wider safeguarding culture, staff should maintain an **'it could happen here'** approach in regard to child-on-child sexual violence and sexual harassment and understand that children in the school and the local community may be experiencing such forms of child-on-child abuse, including

that facilitated by technology, regardless of the number of reports the DSL receives.

In response to reports of child-on-child abuse school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

Staff should be aware that some groups of children are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- 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 physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

All Staff need to be aware of the following:

- children under the age of 13 can never consent to any sexual activity;
- the age of consent is 16
- sexual intercourse without consent is rape.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children's Services via the Multi Agency Safeguarding Hub.

Sexual Harassment

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual Harassment may include the following:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence such as:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
 - sharing of unwanted explicit content;
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation, coercion and threats

On a case-by-case basis the school will liaise with Children’s Services and the Police as well as specialist services as part of the immediate response to child-on-child sexual harassment and the ongoing support for all the children involved.

Harmful Sexual Behaviours

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

School takes seriously its duty to respond appropriately to all reports and concerns about children’s sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual

harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children's Services, the Police and other specialist services.

This is the response and actions school will take when reports of child-on-child sexual violence and sexual harassment are brought to the attention of the DSL in accordance with

with Keeping Children Safe in Education 2022 Part 5. This should cover the Immediate Response, Risk Assessments, the Ongoing Response and Support for Victim and Perpetrator

Keeping Children Safe in Education 2023 Part 5. Record Keeping, written Risk Assessments, the Ongoing Response and Support for Victim and Perpetrator.

- Allegations must be listened to and immediately reported to the DSL.
- Staff must carefully follow procedures for recording and reporting exactly what has been said or observed.
- The DSL must follow all LA information sharing protocols as per the circumstances.
- The victim needs to be listened to and reassured.
- The perpetrator/s should be identified.
- Parents of both parties will be informed that a serious incident has been reported, reassured that it will be taken seriously, investigated, with advice being sought from the LA safeguarding officer.
- Risk Assessments will be undertaken to ensure that pupils are supported throughout the process.
- School will draw upon the LA safeguarding team and MASH Team for advice and support to families. Police will be informed if advised to do so as part of risk assessment.

34. YOUTH PRODUCED SEXUAL IMAGERY

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or semi-nude images, videos or live streams by children and young people under the age of 18 online. The term 'nudes' is used by children and covers all types of image sharing incidents. Alternative terms used by children include 'dick pics' or 'pics'.

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. It could also involve sharing between devices via services like Apple's AirDrop which works

offline. Nude or semi-nude images, videos or live streams may include more than one child or young person.

Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame. Such images can be shared via web pages and social media accounts called 'Bait Out' pages/accounts.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.

When handling reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, [Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020](#).

The school's response to Youth Produced Sexual Imagery is to follow UKCIS's non-statutory guidance, Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020.

35. BULLYING (INCLUDING CYBERBULLYING)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy, **in accordance with Keeping Children Safe in Education 2023 and Behaviour in Schools. Advice for Head teacher and School Staff (September 2022)**.

Incidents of bullying are reported to the governors and LA with victims and perpetrators characteristics included for monitoring.

36. HOMELESSNESS

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The DSL will raise concerns at the earliest opportunity about a family at risk of homelessness through the [Tower Hamlets Homeless and Housing Options service](#).

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance. [For general enquiries about support for young people who might be at risk of or experiencing homelessness in the borough, please contact Tower Hamlets Housing Options: \[Host@towerhamlets.gov.uk\]\(mailto:Host@towerhamlets.gov.uk\)](#)

37. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

The DSL will ensure that the children concerned are supported and where appropriate make use of the guides provided by the HM Courts & Tribunals Service for [children 5-11-year olds](#) and [12-17 year olds](#).

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too. Where appropriate parents can be signposted to the Department of Justice's [information toolkit](#) for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

An estimated 310,000 children every year have a parent in prison in England and Wales and 10,000 visits are made by children to our public prisons every week. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The DSL will draw upon the resources and guidance offered through [The National Information Centre on Children of Offenders](#) (NICCO) to support the children involved and mitigate negative consequences for those children.

39. PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL, who will notify the Local Authority through a MASH referral, as set out in the THSCP Multi-Agency Private Fostering Guidance (January 2022). The Local Authority will check the arrangement is suitable and safe for the child in accordance with the [Private Fostering statutory guidance](#).

40. YOUNG CARERS

A young carer is a person aged 18 or under who cares, unpaid, for a friend or family member. This can include, but is not limited to a person with:

- a long-term illness or condition
- a physical or learning disability
- a substance misuse problem
- a mental health problem

The support provided by a child can vary based on the condition of the person they are caring for, but typically young carers provide a combination or personal (such as helping to dress or bath them), practical (such as cooking,

cleaning and shopping) and emotional care (such as talking through their concerns with them).

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs.

The DSL will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (2020) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk

41. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

All incidents of Child Abduction should be reported immediately to the Police and Children's Social Care.

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All incidents that occur during the school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

42. MODERN SLAVERY

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer to the National Referral Mechanism is available in the [Modern Slavery Statutory Guidance](#).

The DSL will refer all potential child victims of modern slavery to the Local Authority via MASH.

43. TAKING SAFEGUARDING ACTION

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember are:

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, **no later than the end of the day.**
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern **using CPOMS hague.cpoms.net or stewartheadlam.cpoms.net**
- seek support for yourself if you are distressed.

44. EARLY HELP

All staff are trained and prepared to identify children who may benefit from Early Help, which is providing support as soon as a problem emerges at any point in a child’s life.

The Tower Hamlets Early Help Strategy recognises the important role schools have in identifying children and families who are at risk of poor outcomes without early intervention.

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed on page 9 of this policy.

The school is the first port of Early Help for families. We signpost families to voluntarily engage with school’s Early Help strategy. We have a Home School Liaison Officer, Learning Mentor, SENCo who support the Early Help response for internal pastoral care. Additional support signposts use of Early Help Assessment, EHA Reviews and Team Around the Child/Family (TAC/TAF) meetings when there is a multi-agency approach, and referral to Children’s Social Care if the threshold has been met.

The DSL will contact the LBTH Early Help Hub for support and advice if required:

LBTH Early Help Hub:
0207 364 5006 (option 2)

Alternatively, the DSL will complete an **Early Help Enquiry form** which can be accessed via <https://bit.ly/2AA2WNy>

Social Inclusion Panel

When an EHA has been completed and a Team Around the Family is in process, the school can refer to the borough's Social Inclusion Panel in support of a co-ordinated and targeted plan to bring about improvement in the child's outcomes.

The DSL will apply the LBTH Thresholds Guidance to decide what level of safeguarding response is required as part of the Early Help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Safeguarding Hub (MASH) for a discussion.

MASH:
020 7364 5006 (Option 3) 020 7364 5601/5606

Child Protection Advice Line
020 7364 3444

If a child has been receiving Early Help support from the school and other agencies and there is no improvement in the child's outcomes, then the DSL must refer the child to Children's Social Care.

45. HANDLING THE REPORTING OR SHARING OF CONCERNS

Staff should always share concerns with the DSL and keep sharing them until the outcomes change and improve for the child.

When a child shares that they have been or are being abused including exploitation and neglect, they may feel ashamed, especially if the abuse is sexual, and may feel frightened lest their abuser finds out they have sought help and support from a professional. The child may have been threatened

and may have lost all trust in adults; or they may believe that they are to blame for the abuse. Sometimes the child may not understand that what is happening is abusive.

All staff should reassure children that what they are sharing is being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. During their conversations with the pupils, staff will:

- allow the child to speak freely
- remain calm
- allow silences
- refrain from asking leading questions
- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

Children are kept safe in our schools because staff understand and apply the schools safeguarding and child protection procedures.

Communication and relationships between school, families and multi-agency professionals focuses on prevention and support or intervention in the best interests of the child.

There is a belief that 'it could happen here' and that 'safeguarding is everyone's responsibility'.

Staff have regular training and know to be alert to signs of abuse and to report it to the Designated Child Protection Officers.

"All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect."

- SHH Federation Schools are committed to promoting the safety and welfare of all our pupils, staff and visitors.
- As part of this commitment, we have a legal responsibility to inform Social Care of any child protection concerns relating to children who attend our school.

- In the majority of cases, a member of staff will contact you to discuss this and if necessary any subsequent referral to Social Care.
- Please be aware that you may not be contacted in advance of a referral if it is felt that this could place a child at risk of 'significant harm'.
- We appreciate your support in this matter.

46. CONFIDENTIALITY AND SHARING INFORMATION

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff should understand that safeguarding requires a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL or the headteacher.

Any member of staff can contact children's social care if they are concerned about a child but should inform the DSL as soon as possible that they have done so.

The DSL will have due regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) to ensure that personal information is processed fairly and lawfully and they will adhere to the seven golden rules for sharing information. Information sharing will take place in a timely and secure manner.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

It is always preferable for the schools to gain parent/carer consent when referring safeguarding concerns to work with children's services.

- Parent consent for referral to Early Help Hub and MASH supports families and schools to address concerns and issues. Supportive collaboration is preferable and in the best interests of all.

- If it is not possible to gain consent then the school may still make a referral without consent because failure to do so would put the child at further risk of harm.
- All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect.

Information sharing decisions will be recorded, whether or not the decision to share has been taken. Child protection information will be stored securely separate from the pupil's school file. Child protection information is stored and handled in line with the school's Retention and Destruction Policy.

Where safeguarding information is stored electronically and online, the school has cybersecurity measures in place, which meets the Department for Education's [Cybersecurity Standards](#), to ensure the data is safe and not vulnerable to evolving cyber-crime.

47. REFERRING TO CHILDREN'S SOCIAL CARE

The DSL will make a referral to children's social care applying the LBTH Threshold Guidance if it is believed that a pupil is suffering or is at risk of suffering significant harm, or the child is considered to be in need, that is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services.

LBTH Multi-Agency Safeguarding Hub:

020 7364 5006 (Option 3) 020 7364 5601/5606

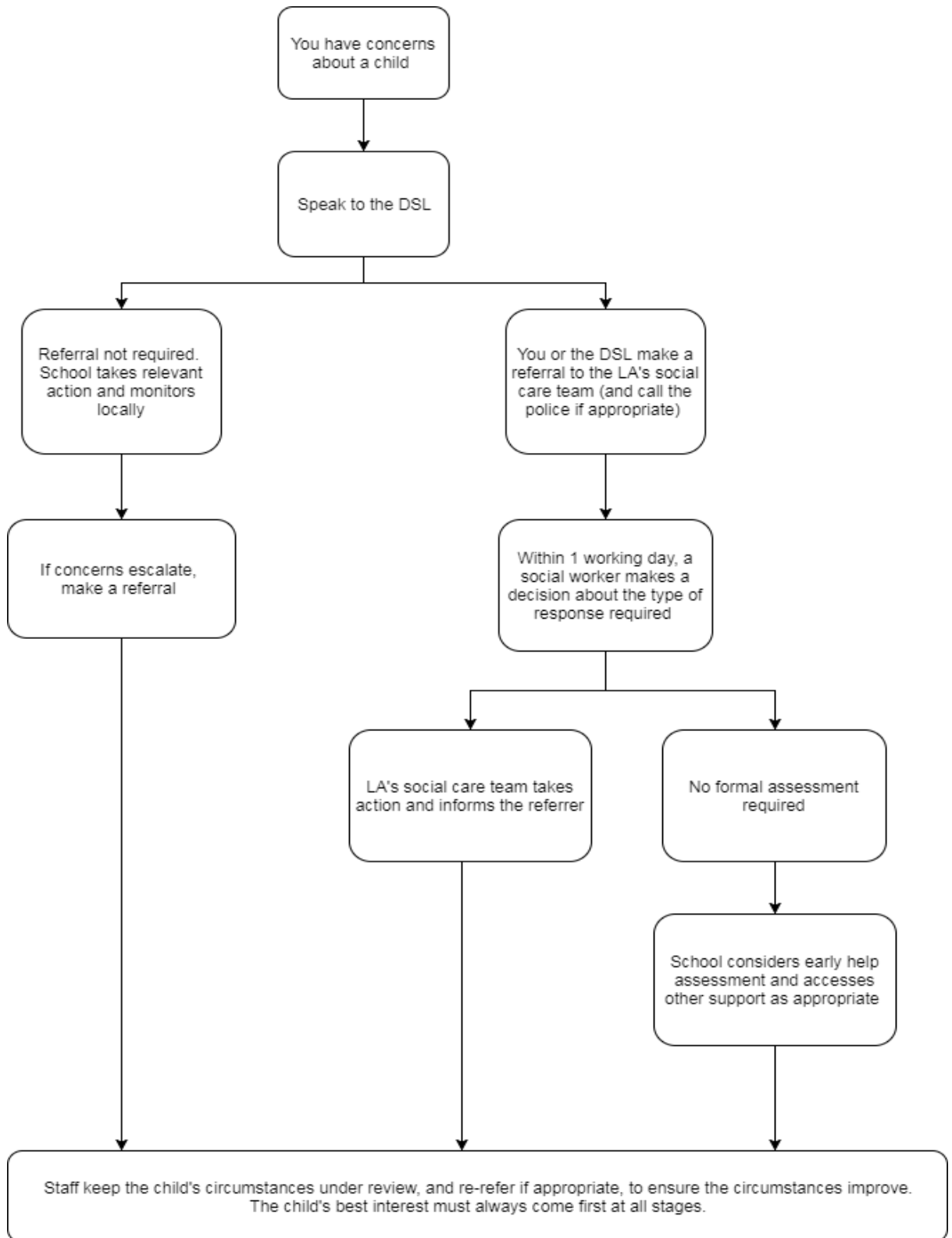
Child Protection Advice Line:

020 7364 3444

The DSL will contact CPAL/MASH in the first instance to seek advice and guidance. When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response required in accordance with the [LBTH Thresholds Guidance](#).

If the child is already known to Children’s Social Care, then the DSL will communicate safeguarding concerns with the allocated Social Worker.

Flowchart on how safeguarding reports are handled within the school



48. ESCALATION PROCEDURES

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

In accordance with the Tower Hamlets Threshold Guidance (Appendix D) the DSL will first make contact with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference. **It is important that the DSL at each point of escalation puts the concerns in writing.**

Appendix 1: MASH Poster

Appendix 2: School Record of Concern Form (if not online)

Appendix 3: MASH Interagency Referral Form