

Federation of St John's and St Paul's Whitechapel CE Primary Schools
SAFEGUARDING & CHILD PROTECTION POLICY

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Other useful contacts:	
Tower Hamlets Child Protection Adviceline: 020 7364 3444	
Multi-Agency Safeguarding Hub (MASH): 020 7364 5006	
Police Child Abuse Investigation Team (CAIT): 020 821 76484	
Children's Social Care Out of Hours Team (5.00pm onwards): 020 7364 4079	
Local Authority Designated Officer (LADO): LADO@towerhamlets.gov.uk 020 7364 3506	
This policy has been updated to take regard of 'Keeping children safe in education', DfE September 2020 and 'Working together to safeguard children', DfE 2018	
This policy applies to all staff, governors and volunteers working within the school who sign annually to say they have read and understand both documents.	
Ratified by the Federation Governors:	
Signed: (see file copy)	
Next Review date (Reviewed annually): Autumn 2021	

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1. INTRODUCTION

Action taken to promote the welfare of children and protect them from harm is everyone's responsibility. **'Everyone'** who comes into contact with children and families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.' *Keeping Children safe in Education, September 2019.*

The federation schools serve a diverse population including all religions, faiths, cultures, family models and backgrounds. Staff working in our school cannot make assumptions based on their own experience of life to date. They must maintain an open mind whilst being vigilant to what is in the best interests of the child and they must maintain an attitude of **'it could happen here'** where safeguarding is concerned.

We recognise that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy has been developed to ensure that all adults in our schools are working together to safeguard and promote the welfare of pupils. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all pupils and staff. It identifies actions that should be taken to address any concerns about pupil welfare.

Ethos

Our schools have a clear set of values that describe the virtues that we hope all children and adults involved in the school community will observe. These include partnership, safety, kindness, respect and honesty. In implementing these we strive to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of pupils and staff.

The London Borough of Tower Hamlets Family Wellbeing Model, Education Health and Care Plans (EHC) and the Early Help Assessment (EHA) are embedded into everyday practice and procedures when responding to pupils' needs.

Pupils have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skill

Other relevant policies

The Governing Body's responsibility for safeguarding the welfare of children goes beyond pure child protection. This policy therefore complements and supports a range of other policies, procedures and curriculum initiatives including:

Acceptable Use and Internet Safety	Looked After Children
Anti-bullying	Managing allegations against other pupils
Attendance	Procedures for dealing with allegations of abuse
Behaviour	PSHE: Personnel, Social, Health and Citizenship Ed'n
Code of Conduct	Physical Handling
Complaints procedure	Recruitment and Retention
Confidentiality	Relationships and Sex Education
Equal Opportunities	Single Central Record
Supporting children with medical conditions	Special Educational Needs
Health and Safety	Whistleblowing

All safeguarding policies can be found on the schools' website, on the shared drive or, in hardcopy, in the school office:

<https://www.st-pauls.towerhamlets.sch.uk/>

<https://www.st-johns.towerhamlets.sch.uk/>

A list of the school's safeguarding policies, along with their review dates can be found in Appendix 4.

School commitment and aims

We are committed to ensuring that appropriate procedures are in place for responding to situations in which we believe that a child has been harmed/abused or is at risk of harm/abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, causing harm/abuse. This includes:

- Maintaining children's welfare as a paramount concern; we always consider what is in the child's best interests;
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- Providing suitable support and guidance so that pupils know how to approach adults if they are experiencing difficulties or are worried;
- Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- Raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensuring all staff are able to recognise, and are alert to, signs of abuse;
- Ensuring all staff know they must report any concerns or suspicions to the DSLs, listed at the front of this policy;
- Ensuring there is an effective structured procedure in place to be followed by all members of the school community in cases of suspected abuse;
- Providing a systematic means of monitoring children who have been identified as "in need" or at risk of harm;
- Keeping confidential records which are stored securely and shared appropriately with other professionals;
- Ensuring procedures are in place for dealing with allegations of abuse against members of staff and volunteers;
- Establishing effective joint working relationships with all other agencies involved in safeguarding children and ensuring that the school contributes effectively to external assessments of need and support plans;
- Operating safer recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils (see Recruitment and Retention Policy);
- Ensuring that all adults (including other community users of our facilities) have been checked as to their suitability;
- Working with parents to build an understanding of the school's duty to safeguard and promote the welfare of all children, including the necessity for child protection policy and procedure, information sharing and work in partnership with other agencies.

2. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions and decision making.
- 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.
- All staff including supply staff and volunteers have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- The DSL will ensure that all pupils and staff involved in child protection issues will receive appropriate support.

3. 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.

4. SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2020
- COVID-19: Safeguarding in Schools, Colleges and Other Providers
- What to do if you're worried a child is being abused 2015

5. THSCP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- London Child Protection Procedures revised 5th Edition (London Safeguarding Children Board, March 2020)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2020
- 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 2020

6. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children's 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 key safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- **Local Authority**
James Thomas, Corporate Director of Children's Services London Borough of Tower Hamlets
- **Clinical Commissioning Group**
Selina Douglas, Managing Director TH CCG
- **Police**
Marcus Barnett, Commander, Central East Basic Command Unit, Metropolitan Police

Keith Makin is the THSCP's Independent Scrutineer who will act as a critical friend to all partners and agencies. All staff have been made aware of the new local arrangements especially the Governing body, senior leadership team, and the DSL. As a named relevant agency, the school is under a statutory duty to cooperate with the THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Leads forums, THSCP safeguarding training offer, and the school will participate in the borough's section 175/157

and section 11 Safeguarding Self-Evaluation process submitting the completed self-evaluation when requested.

7. 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.

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.

8. ROLES AND RESPONSIBILITIES

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

The role of the DSL includes:

- ensuring all staff read and understand the school's safeguarding policies and that procedures are followed by all staff
- advising and supporting staff as they carry out their safeguarding duty
- encouraging a whole school approach to safeguarding, which is when paramountcy of the welfare of the child underpins all systems, policies, procedures, and decision making
- promoting a culture of listening to the voice of the child and ensuring that there are formal and informal opportunities for that voice to be heard
- ensuring timely and accurate referrals are made to children's social care, the police, or other agencies
- participating in strategy discussions and inter-agency meetings
- liaising with the case manager and the Local Authority Designated Officer (LADO) where allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school and proactively contacting the new school in advance to help ensure a successful transition
- undergoing the required 2-day refresher training every 2 years as a minimum and receiving regular updates to maintain the knowledge and skills to carry out the role, including Prevent awareness training.

The Deputy DSLs are trained to the same level as the DSL and supports the DSL with safeguarding matters.

When the DSL is not available, the Deputy DSL should be contacted. The day's duty safeguarding lead is shown in the school reception area.

All Staff are expected to keep safeguarding values at the centre of their conduct. The best interests of the child should determine their behaviour and action.

Staff governors and volunteers must feel able to raise issues of concern and everyone must fully

recognise the duty to do so particularly in child protection. Adults have a duty to report any children protection or welfare concerns to the designated member of staff in school.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. All staff understand the Sexual Offences Act 2003 makes it an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

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

It is recognised that all children are vulnerable but that some children may be more vulnerable than others to risks of harm. This may include a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- 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;
- is frequently missing/goes missing from care or from home;
- 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;
- has returned home to their family from care; and
- is a privately fostered child.

10. CHILDREN IN NEED OF A SOCIAL WORKER

Children may need a social worker due to safeguarding or welfare needs. Children who have been allocated a social worker may have experienced abuse, neglect and belong to a family that has many complex circumstances. The school recognises that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. When making decisions about safeguarding, analysing risks 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 support alongside that provided by statutory services.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

The school has 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. All staff recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Children are discussed in formal Inclusion meetings where decisions are made about next steps, such as referral to Place2be, CAMHS etc.

12. LOOKED AFTER CHILDREN AND CARE LEAVERS

Staff have the skills, knowledge and understanding to safeguard Looked After Children and Care Leavers. 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.

Furthermore, all children who are looked after, or have left care (through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England or Wales) remain vulnerable and it is vitally important that we work closely with additional agencies to support all children who are, or who were, in care.

Our Designated teacher for Looked After Children is Darren Rubin.

We have a separate 'Looked After Children' policy. The Designated teacher for Looked After Children will notify you if you have a child who is looked after, or was previously looked after, in your class or care. Our role will be to exercise continued vigilance, to ensure that the child continues to be safe and to take swift and effective action in line with our procedures if we have any concerns. You will need to consider adjustments and interventions to enable a child to catch up or progress further with their learning. Children who have experienced foster care are vulnerable both for safeguarding and child protection reasons and consequently under achieving in their learning.

13. SEND CHILDREN

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to understand and be aware of these additional barriers to ensure this group of children are appropriately safeguarded.

14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The school follows up on absences as part of its safeguarding duty. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The school will carry out daily registration and absences will be dealt with in accordance with the school's Attendance Policy starting immediately with first day calling.

Where reasonably possible, we will hold **more than one emergency contact number** for each pupil. This is to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

When a pupil leaves the school, the school will contact the receiving school to ensure the child is registered at the school and has started to attend.

Any Child Protection documents will be forwarded in line with the Child Protection Record Keeping Guidance 2015. Where we have very particular concerns about a child, who we know is about to leave the school and start attending at another school, we would seek to share information with the receiving school, as appropriate, in advance, so that they can be well prepared to provide the pupil with continuity of care.

When a pupil leaves our school without clear indication of a receiving school, the school will contact the Local Authority AWO to advise them of the situation and to start their tracking procedures. In addition, we will inform the Local Authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

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

Additionally, we have an emergency procedure if a child is found to be missing during the school day from the school premises.

If you are concerned that a child has gone missing it is your responsibility to notify the school office **IMMEDIATELY**. Please do not waste valuable time trying first to find them. Once the school office is informed the following will happen:

1. Office staff inform the 'search party' which comprises: EHT or EHoS, the Deputy Headteacher, the Business Manager or Office Manager and notifier.
2. The EHT/ EHoS will talk to you regarding what may have happened and to build up a picture of where the child may be;
3. The DHT will search the outside grounds, the EHT/ EHoS will search the new building and Business Manager or notifier will search the old building.
4. All members of search party will re-group after 5 minutes by which point hopefully the child has been found. If, however, concern remains for the child, it is the EHT/ EHoS's responsibility to contact the parents, police and local authority, to take advice from there on and to manage the situation. In their absence this responsibility will fall to the DHT/ AHT. The admin/ premises staff (depending on what time of day it is) will be asked to search the school grounds for stage 3 above.

15. WHISTLEBLOWING

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. The school has a separate Whistleblowing Policy. All staff should be aware of their duty to raise concerns, where they exist, about attitudes or actions of colleagues.

If you do not feel able to raise concerns regarding child protection failures internally, or you have concerns about the way that a concern is being handled, please note NSPCC's 'What you can do to report abuse' help line number: **0800 028 0285** which is free & anonymous. It is available from 8:00am until 8:00pm, Monday to Friday and they can also be emailed on:

help@nspcc.org.uk

16. ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff including supply staff and volunteers, the school's procedures will be followed. The procedures are compliant with KCSIE 2020 part 4 and THSCP supplementary guidance- Managing Allegations of Abuse against Staff – September 2020.

An allegation is made against a member of staff including supply staff and volunteers when a member of staff has been alleged to have:

- 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, including supply staff and volunteers

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, they must be reported to the Headteacher.

Where there are concerns/allegations that relate to the EHT or EHoS they must be reported to the Chair of Governors who will in turn consult with the Local Authority Designated Officer

(LADO).

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

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.

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 contact 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

17. STAFF TRAINING

All staff and volunteers receive appropriate safeguarding and child protection training at least annually. Additionally, all staff will receive safeguarding and child protection updates throughout the year, via morning briefings, staff meetings and by email.

Induction training includes:

- This Safeguarding and Child Protection Policy and associated policies including the Behaviour Policy, On line safety policy, our procedures for managing children who are missing from education and the staff code of conduct.
- Signs and symptoms of abuse (emotional, physical and sexual) and physical neglect
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

All staff are required to read Part 1: Keeping Children Safe in Education 2019 & Appendix A and other relevant documents.

The DSLs will receive refresher training every two years as well as further higher-level training and termly updates.

18. SAFER RECRUITMENT

The school's safer recruitment procedures comply with Keeping Children Safe in Education 2020 part 3 and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. At least one member of each recruitment panel will have attended safer recruitment training.

The school has a policy in place to accompany this, our 'Recruitment and Retention Policy'.

Updates to that policy are:

- A section 128 direction will show on an enhanced DBS check with barred list information (provided that 'children's workforce independent schools' is specified in the parameters for the barred list check)
- Maintained school governors should also have a section 128 check. Associate members, appointed for specific committees, do not need to have an enhanced DBS check
- The Teacher Services system will be used to verify any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods
- Some oversea qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of Qualified Teacher Status (QTS) in England

- When any information about past disciplinary action or allegations is disclosed, it will be considered as part of the suitability assessment
- Additional relevant information outside of the required information, such as who carried out the checks and childcare disqualification checks, will be recorded on the SCR
- We will get written confirmation from the provider of any fee-funded student teachers that it has carried out all pre-appointment checks that the school would otherwise perform
- We will refer to the DBS when someone is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria
- We will record risk assessments when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity
- If we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil, and we will take steps to be satisfied that the provider meets the needs of the pupil. We will get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

The school requests and ensures receipt of written confirmation from supply agencies or third-party organisations that relevant checks have been carried out and the supply or third-party staff are suitable to work with children.

The school maintains a Single Central Record of recruitment checks undertaken, which is regularly reviewed for compliance.

19. VISITORS

All visitors must wear the visitor's badge provided by reception. They are given an overview of our written safeguarding requirements. An adult without a badge will be accompanied to the school's reception to confirm they have signed in. Visitors unknown to the school must be accompanied at all times by a member of the school staff.

Unsupervised visitors: If the visit involves unsupervised contact with children, the professional will be asked to show the photographic ID badge provided by his/ her employer and written confirmation that appropriate DBS checks have been made. Depending on the role and the organisation the person is from he/she may be required to show the Enhanced DBS Certificate. We will note down the DBS number and date issued but will not make a copy of it.

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply, and the DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed. When our pupils attend off-site activities, including day and residential visits and activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

21. STAFF/ PUPIL ONLINE RELATIONSHIPS

Staff in school should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as Instagram and Facebook and Twitter. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.

School staff should not have any pupils or parents as 'friends' on social networking sites. Additionally, school staff should not have any ex-pupils below the age of 18 as 'friends' on social networking sites. The only exception to this will be when the pupil or parent is a relative of the staff member.

22. MOBILE USE AND CAMERA USE

Mobile phones have a place in settings such as classrooms without a phone connected to the office, and on outings. They can be the only means of contact available in those situations and can be helpful in ensuring children are kept safe. To protect children, we will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse – staff are referred to the school's **Staff Handbook** for clear guidance in relation to this.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure any staff known or seen to be using a mobile phone, when it has not been agreed to do so, will be disciplined.
- Prohibit staff from using their mobile phones to take pictures of the children, unless for use on Twitter, following which any photographs must be deleted immediately (see the Federation Online Safety Policy for more details).
- Ask visitors either to turn their mobile phones off or to store them in the office before viewing the school.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example: how to keep personal numbers, that may be stored on the phone, safe.

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

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use only the child's first name with an image.
- Ensure that children are appropriately dressed.
- Ensure the setting's designated iPad is only used in the setting.
- Ensure parents and carers are aware of taking photographs and videos are only used for their purposes relating to their own children.
- Ensure all iPads used are open to scrutiny.

23. 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 beyond the family home. Extra familial harms include sexual exploitation, criminal exploitation and serious youth violence. All staff especially the DSL and Deputy DSLs will consider whether children are at risk of harms and exploitation in environments outside the family environment.

24. 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 or carer 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for

example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 or carer 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 school is aware of the borough's [LBTH Neglect Guidance](#) and understands its important role in identifying children who may be suffering from Neglect.

SPECIFIC SAFEGUARDING ISSUES

25. CHILD SEXUAL EXPLOITATION

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. CSE does not always involve physical contact; it can also occur through the use of technology. 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity 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).

Some of the following can be indicators of CSE:

- children who have older boyfriends or girlfriends; and
- 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.

26. CHILD CRIMINAL EXPLOITATION

CCE 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 (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- 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.

For further advice see: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

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

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. 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 three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

See also the Federation Online Safety Policy and Acceptable Use Policy.

29. DOMESTIC ABUSE

The school has signed up to the Metropolitan Police's Operation Encompass and on receipt of a notification will provide appropriate support to the child.

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or

sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

30. 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. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA 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 HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (See KCSiE, 2020, Annex A, page 22).

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

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

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 should be a part of a schools' or colleges' 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.

In LBTH the Prevent Education Officer is Jasmin.Phillips@towerhamlets.gov.uk who can provide support with Prevent risk assessments, check lists and awareness training among staff and pupils.

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

32. PEER ON PEER ABUSE

Children may be harmed by other children. All staff recognise that children can abuse their peers

and should follow the school's policy and procedures regarding peer on peer abuse. At the school all incidents of peer on peer abuse are treated very seriously and all forms are unacceptable. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'.

Peer on peer abuse can take many forms and may be facilitated by technology, including:

- 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
- sexting including pressuring another person to send a sexual imagery or video content
- 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, which 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 peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

See also the Federation Managing Allegations Against Other Pupils Policy.

33. PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/ hazing type violence and rituals.

34. SEXTING

Definition:

...There is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses

(from 'Sexting in schools and colleges: Responding to incidents and safeguarding young people', UK council for Child Internet Safety).

What to do if an incident involving 'sexting' comes to your attention:

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

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 and procedure.

See also the Federation Anti-Bullying Policy.

36. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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.

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. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help 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. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child

40. YOUNG CARERS

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 seek information and support from the LBTH Young Carers Program when identifying young carers and refer accordingly: Young.Carers@towerhamlets.gov.uk

41. 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, in person if possible, otherwise by email, by 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 an incident report on CPOMS
- seek support for yourself if you are distressed.

42. 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 recognise that all children may benefit from Early Help, but some children may benefit from Early Help more than others, including a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- 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;
- is frequently missing/goes missing from care or from home;
- 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;
- has returned home to their family from care; and
- is a privately fostered child.

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>

The DSL will apply the LBTH Thresholds Guidance to decide on 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 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 will refer to Children's Social Care.

When there is multi agency support in place for a child in the form of an Early Help Assessment and Team Around the Family meetings, the DSL will consider whether to refer to the borough's Social Inclusion Panel to aid with coordination of support, when requiring support and advice, and to help prevent escalation to Level 3 Needs: This.Child@towerhamlets.gov.uk

43. HANDLING DISCLOSURES

When a child discloses that they have been or are being abused, they may feel ashamed, especially if the abuse is sexual, and feel frightened lest their abuser finds out they have made a disclosure. The child may have been threatened, they may have lost all trust in adults; or may believe that they are to blame for the abuse. Sometimes the child may not understand that what is happening is abusive.

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
- do not ask leading questions
- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support if they feel distressed.

44. CONFIDENTIALITY AND SHARING INFORMATION

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They 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 the 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 will 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.

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.

45. 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

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.

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

46. 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 contact 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.

Appendix 1: MASH Poster

Appendix 2: MASH Interagency Referral Form

Appendix 3: THSCP Managing Allegations Flowchart

Appendix 4: Safeguarding policies and review dates

APPENDIX 1



Child Protection Advice Line/MASH 020 7364 3444 /5601 / 5606

The Child Protection Advice Line is a service provided as part of Tower Hamlets Children's Services Directorate's Multi-Agency Safeguarding Hub (MASH). This service is available to schools and children's centres, education support staff, parents/carers and pupils, other agencies and professionals and to voluntary and community organisations in Tower Hamlets.

If there is a concern about the welfare of a child or young person and you would like to talk it through then you should contact the Child Protection Advice Line/MASH. The Duty Officer will be able to discuss the concern, assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of a formal child protection referral in accordance with Tower Hamlets Safeguarding Children Board Procedures and to offer advice.

When there is a specific concern of a child protection nature whereby it is thought that a child has been harmed or at risk of being harmed then the LBTH InterAgency Referral Form should be completed in the first instance. The Child Protection Advice Line/MASH should then be contacted on 0207 364 3444 to discuss the matter and the completed Inter-Agency Referral Form then emailed/faxed through.

The Child Protection Advice Line/MASH operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the Advice Line/MASH and it is believed the child may be at immediate risk the Children's Social Care Emergency Out of Hours Duty Team or the Police should be contacted without delay.

Important contact information:

Child Protection Advice Line/MASH email Note – information should only be emailed following prior discussion with the Duty Officer.	Secure: MASH@towerhamlets.gcsx.gov.uk
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)	020 7364 5006 – choose Option 3
Police Child Abuse Investigation Team (CAIT)	020- 8217 6484 (or use 999 if not available)

September 2018

Tower Hamlets
Safeguarding
Children
Board



CHILD PROTECTION ADVICE LINE/ MASH

A service provided as part of Tower Hamlets Children's Services Directorate's Multi-Agency Safeguarding Hub (MASH) for staff in schools and children's centres, education support staff, parents/carers, pupils, other agencies and professionals and voluntary and community organisations.

0207 364 3444
/5601 / 5606

direct line 9.00am – 5.00pm weekdays
(not including public holidays)

Designated
Safeguarding

Lead:.....Date.....

September 2018

APPENDIX 2

INTER-AGENCY REFERRAL FORM

This form is to be used by all agencies referring child/children to London Borough of Tower Hamlets CSC for assessment as a child in need, including in need of protection.

All urgent referrals should be initiated by phone/fax and with completion of as much of this form as possible or an updated CAF or a Signs of Safety Mapping tool. If information is incomplete, a MASH worker will work through the form to ensure the information is accurate and good quality. If you are a service provider in Tower Hamlets, as part of the Family Wellbeing Model, you may be asked to provide a CAF as well as this form. You should get feedback within 24 hours on this referral and we will proactively work with you and other services to ensure a service is provided to the child, even if it does not meet the thresholds for a statutory response as outlined in the Family Wellbeing Model.

A. CHILD/ YOUNG PERSON

Family Name					Forename/s			
DOB/EDD		M		F	*Ethnicity code		Religion	
Child's first language					Is an interpreter or signer required?			
Address								
Postcode					Tel.			
Current address if different from above								
Postcode					Tel.:			

**ONS Ethnicity Codes: White British 1a; White Irish 1b; White other 1c; White & Black Caribbean 2a; White & Black African 2b; White & Asian 2c; Other Mixed 2d; Indian 3a; Pakistani 3b; Bangladeshi 3c; Other Asian 3d; Caribbean 4a; African 4b; Other Black 4c; Chinese 5a; Other ethnic group 5b*

B. CHILD/YOUNG PERSON'S PRINCIPAL CARERS

FULL NAME	DOB If known	Relationship to child	Ethnicity code	Parental responsibility

First language of carers: Is an interpreter or signer required: Y / N				

C. OTHER HOUSEHOLD MEMBERS

FULL NAME	DOB If known	Relationship to child/ young person	Ethnicity code	Tick if also referred

D. OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSON'S LIFE, INCLUDING OTHER FAMILY MEMBERS

FULL NAME	Relationship to child/young person	Address	Tel No

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety

	Y / N	If no, state reason
The child/young person knows about the referral		
The parent/carer knows about the referral		
The parent/carer has given consent to the referral.		

F. INFORMATION ON STATUTORY STATUS

	Y/ N	Please give details of name of child/young person, dates, category (if known)
Any child in family is/has been on the disability register?		
Any child in family is/has been on the child protection register (CPR)?		
Any child or other family member has been looked after by a local authority?		

G. KEY AGENCIES INVOLVED

Insert name of professional if involved	Tel	Insert Name of professional if involved	Tel
H.V.		G.P.	
Nursery		EWO	
School		Police	
YOT		Dentist	
Community mental health		Communit Paediatrician	
School Nurse		Midwife	
Hospital Consultant		Other	

H. INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area, please write N/K (not known). Please record strengths as well as areas of need or risk so that resources can be directed appropriately.

REASON FOR REFERRAL/REQUEST FOR SERVICES

<i>What are your concerns? (If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given)</i>

<p>Scale how safe you think the child is:</p> <p><i>With 0 being I am certain the abuse will happen again if something is n't done immediately and 10 being the case needs action but I don't think the child is in immediate danger, what rating would you give?</i></p> <p>Comments on Score: Please tell us how you reached this score.</p>

<i>What existing safety is there for the child(ren) – are there safe people around the child?</i>

<i>What are you most worried will happen to the child(ren) if the situation doesn't change?</i>

<i>What convinced you to take action now and contact us?</i>

<i>Have you done anything to address this problem (apart from making this referral)? For example has your agency used a CAF or a TAC to focus professional efforts on addressing the concerns? Has the Social Inclusion Panel been consulted for support?</i>

<i>What do you see as the cause of the problem?</i>
<i>What do you expect to happen as a result of this notification?</i>

I. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

Name of worker completing this referral (please print)			
Agency			
Address			
Ward/Consultant			
Telephone number			
Signature		Date	

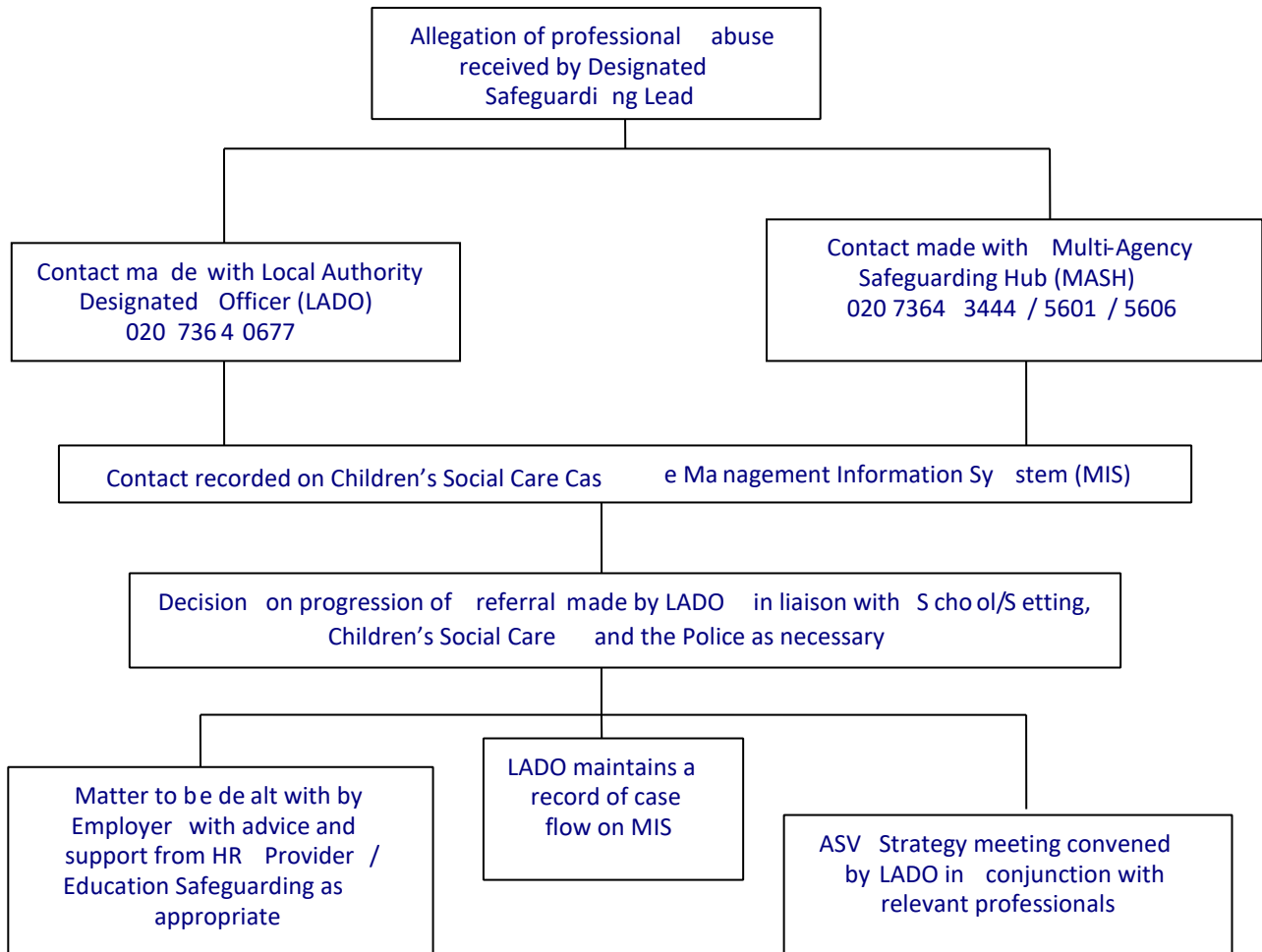
Name of social worker taking referral			
Team		Date	

Social work context scale (for social worker to complete):

On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?

APPENDIX 3

Overview of Procedure for Managing Allegations against Staff & Volunteers Working with Children in Schools and Education Settings



Agencies/Persons invited to a multi-agency ASV meeting if appropriate can include:

Alleged Perpetrator-Tower Hamlets employees	Alleged Perpetrator-Others
<ul style="list-style-type: none"> • LADO • Education Safeguarding • Police • HR Provider • Service Manager/Employer • School Chair of Governors / Setting Manager • Named Senior Officer (Christine McInnes) 	<ul style="list-style-type: none"> • LADO • Education Safeguarding • Police • Muslim Children's Safeguarded Co-ordinator • Service Manager/Employer • Chair of Governors/Management Committee • HR Provider

Federation of St John's and St Paul's Whitechapel CE Primary Schools
SAFEGUARDING & CHILD PROTECTION POLICY

APPENDIX 4

Safeguarding Policies	Responsible Officer	Date ratified	Review Period	Next Review	Notes	Updated	Hardcopy	StP Shared drive	StJ Shared drive	Websites
Acceptable use of technology	EHT	1 st Oct. 2020	3 years	Aut. 2023						
Anti-bullying	DHT	5 th Dec 2019	3 years	Aut. 2022						
Behaviour statement & policy	EHoS	4 th Oct. 2018	3 years	Aut. 2021						
Changing for P.E.	SportCo	4 th Oct. 2018	3 years	Aut. 2021						
Code of conduct	EHT	7 th July 2019	3 years	Aut. 2022						
Policy for the education of looked after children	EHoS	3 rd Oct 2019	3 years	Aut 2022						
Managing allegations against other pupils	EHoS	1 st Oct. 2020	3 years	Aut. 2023						
Online Safety	EHT	5 th Dec 2019	3 years	Aut. 2022						
Positive handling	SENDCo	4 th Oct. 2018	5 years	Aut. 2023						
Procedures for dealing w allegations of abuse	EHT	4 th Oct. 2018	3 years	Aut. 2021						
Recruitment and Selection	EHT	13 th Oct. 2017	3 years	Aut. 2020	Agreed FPP 25/11; To GB 10/12					
Safeguarding & child protection	EHT	13 th Nov 2020	Annual	Aut. 2021						
Single central record	FBM	N/ A	Termly	N/A			X	X	X	X
Supporting children with medical conditions	EHoS	17 th Mar. 2016	5 years	Spr. 2021						
Whistleblowing	EHT	4 th Oct. 2018	5 years	Aut. 2021						