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| **Federation** |
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| **St John’s** | **St Paul’s** |
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| *Designated Person who promotes Children Looked After (CLA):* Angela Veysey | *Designated Person who promotes Children Looked After (CLA):* Angela Veysey |
| **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 2019 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: **4th** **October 2018**Signed: (see file copy)Next Review date (Reviewed annually): **Autumn 2020** |

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| --- | --- |
| **Contents** | Page |
| 1. Definitions
 | 3 |
| 1. Other relevant policies
 | 3 |
| 1. School commitment and aims
 | 4 |
| 1. Ethos and environment
 | 5 |
| 1. The Curriculum
 | 5 |
| 1. Attendance and exclusions
 | 5 |
| 1. Local Authority Arrangements
 | 6 |
| **This next section deals with staffing and issues associated with staff** |
| 1. Roles and responsibilities: Headteacher, Governing Body and Designated Safeguarding leads
 | 6 |
| 1. Keeping records
 | 9 |
| 1. Confidentiality and information sharing
 | 10 |
| 1. Safer recruitment and selection of staff
 | 10 |
| 1. Training for staff and volunteers
 | 11 |
| 1. Managing allegations and concerns against staff and volunteers
 | 11 |
| 1. Complaints or concerns made by pupils, staff or volunteers
 | 11 |
| 1. Whistleblowing
 | 11 |
| **This next section deals with process as related to children and their families** |
| 1. Children missing in education
 | 12 |
| 1. Early Help
 | 12 |
| 1. Recording and reporting concerns including for statutory assessment
 | 14 |
| 1. Follow up to a statutory assessment
 | 14 |
| 1. Informing parents and carers
 | 15 |
| 1. Child protection conferences and core group meetings
 | 15 |
| **Issues associated with Health and Safety** |
| 1. Physical intervention / Positive handling: Use of reasonable force
 | 15 |
| 1. Online safety
 | 16 |
| 1. Use of mobile phones
 | 17 |
| 1. Use of cameras: photography and images
 | 18 |
| **Specific safeguarding issues** |
| 1. Contextual safeguarding
 | 18 |
| 1. Children with special educational needs and disabilities
 | 18 |
| 1. Children and the court system
 | 19 |
| 1. Children with family members in prison
 | 19 |
| 1. Private fostering
 | 19 |
| 1. Looked after children and previously looked after children
 | 20 |
| 1. Domestic abuse
 | 20 |
| 1. Homelessness
 | 20 |
| 1. Child sexual exploitation and child criminal exploitation
 | 20 |
| 1. Honor based violence
 | 21 |
| 1. Forced marriage
 | 21 |
| 1. Female Genital Mutilation
 | 21 |
| 1. Peer on peer abuse
 | 22 |
| 1. Child on child sexual violence and sexual harassment
 | 23 |
| 1. Racist incidents
 | 24 |
| 1. Radicalisation or extremism
 | 24 |
| Appendix 1: Definitions, signs and symptoms of abuse | 26 |
| Appendix 2: Eight Golden Rules for Information Sharing | 31 |
| Appendix 3: Guidance produced by the UK Council for Child Internet Safety: Sexting – how to respond to an incident | 32 |
| Appendix 4: Referral route for safeguarding concerns | 33 |
| Appendix 5: Referral route for safeguarding concerns related to radicalisation and extremism | 34 |

**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. In order 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.

The EHT/ EHoS or, in their absence, the member of staff deputising for them, has the ultimate responsibility for safeguarding and promoting the welfare of pupils.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of our schools.

Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils. This policy has been drawn up in accordance with guidance set out in:

* Keeping children safe in education, 2015
* Keeping children safe in education, May 2016
* Keeping children safe in education, September 2018
* Keeping children safe in education, September 2019
* The London Child Protection Procedures, London Safeguarding Children Board 5th Edition 2015
* ‘What to do if you’re worried a child is being abused’ 2015
* Safeguarding disabled children practice guidance, July 2009
1. **Definitions**

Safeguarding and promoting the welfare of children is:

* Protecting children from maltreatment;
* Preventing impairment of children's health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all children to have the best outcomes.

Abuse is when a child is hurt or harmed by another person in a way that causes significant harm to that child and which may well have an effect on the child's development or wellbeing.

Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development.

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

These can be found on the schools’ websites: <https://www.st-pauls.towerhamlets.sch.uk/> <https://www.st-johns.towerhamlets.sch.uk/>

## 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 worries;
* 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.

## Ethos and environment

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 skills

## The Curriculum

All pupils have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Pupils are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

PSHCE, Relationships Education (Mandatory from September 2020 and already taught in our school each year) and Religious Education lessons provide opportunities for pupils to address a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

Our Computing curriculum ensures that issues associated with on line safety are revisited and extended regularly throughout the school year for all year groups. Please see later section on On line Safety.

Access to cross-curricular activities provides opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others.

All pupils know that there are adults in the school whom they can approach in confidence if they are experiencing difficulties or feeling worried and that their concerns will be taken seriously and treated with respect. Children have the opportunity to use the ‘Place2talk’. Pastoral referrals, including for one-to-one Place2be intervention, may be made by all adults.

## Attendance and Exclusions

## In accordance with the Federation Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of pupils in its care.

The Attendance Policy identifies how individual cases are managed and how the school works proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a review of the pupil’s Education Health and Care Plan (EHC), Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting pupils missing in education and off-rolling and understands how important this practice is in relation to safeguarding pupils.

Young people who require access to alternative provision will have a personalised learning or behaviour support plan designed to meet their needs. Their attendance and progress will continue to be monitored.

The DSL will be informed when an exclusion is being considered and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be excluded a review of the pupil’s Education Health and Care Plan (EHC) or Pastoral Support Plan (PSP) will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

1. **Local Authority Arrangements**

Central to effective child protection and safeguarding is effective multi agency working. In Tower Hamlets, Children’s Social Care recently received an Ofsted rating of ‘Good’ in all areas. We seek to work in close partnership with Children’s Social Care, the police, health services and other services in the borough to promote the welfare of children and protect them from harm. We will allow access from Children’s Social Care in this borough, or from a placing Local Authority where appropriate, to conduct, or to consider whether to conduct, a section 17 or section 47 assessment.

The Children and Social Work Act 2017 introduced significant changes to the safeguarding landscape in England, including the replacement of Local Safeguarding Children Boards with new local safeguarding partnerships led by three safeguarding partners – the Local Authority, Clinical Commissioning Group and Police.

The development of the Tower Hamlets Safeguarding Children Partnership (THSCP) is being led by an executive group consisting of the key partners including schools, colleges and the voluntary sector. The vision of the THSCP is that the statutory partners, wider relevant agencies, community and voluntary sector and residents work together to ensure that everyone does everything they can to ensure that all Tower Hamlets children and young people are safe, supported and successful.

The diagram below sets out the key milestones and timescales for the transition process in our borough:



Staff are invited to read further detail regarding our borough’s arrangements here:<https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/THSCParrangements.PDF>

**This next section deals with staffing and issues associated with staff:**

## Roles and Responsibilities

## All adults working with children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. The names of those carrying these responsibilities for the current year are listed at the start of this document.

The School is responsible for ensuring that all action taken is in line with the Local Safeguarding Children Board and London Child Protection Procedures 5th Edition. The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, are suffering, or who are at risk of suffering, significant harm. The school may also have a role in the provision of services to children in need and their families.

The role of the school in situations where there are child protection concerns is not to investigate but to recognise and refer.

**The Executive Headteacher will ensure that:**

* The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers.
* The procedures laid down by the London Child Protection Procedures 5th Edition are followed.
* Safer recruitment and selection of staff and volunteers is practiced.
* There are senior members of the school’s leadership team take strategic responsibility for safeguarding within the school, including work associated with Prevent.
* DSLs are identified for day to day management of safeguarding and child protection and receive appropriate on-going training, support and supervision.
* All members of the school’s Safeguarding Team, listed on the front of this policy, ensure that Prevent issues have been addressed in our school policy and practice. The term ‘Safeguarding’ when used, incorporates all work associated with the Prevent agenda.
* Sufficient time and resources are made available to enable the DSLs to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of pupils, supporting colleagues and delivering training as appropriate.
* All staff and volunteers receive appropriate training which is updated **annually**. This includes ensuring that all staff understand the role of the DSLs.
* All staff have read Part 1 and Appendix A of ‘Keeping Children Safe in Education, September 2018’ and have signed to verify they have read, understood and will comply with all school policies and guidance, as well as Part 2 of the Teachers’ Standards: ‘Personal and Professional Conduct’.
* All temporary staff and volunteers are made aware of this Safeguarding and Child Protection Policy and arrangements.
* All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the pupils and such concerns will be addressed sensitively and effectively.
* Parents/carers are aware of and have an understanding of the school’s responsibilities to promote the safety and welfare of its pupils:
* Confidential child protection files are securely stored in a separate filing cabinet apart from normal pupil records and with access confined to the DSLs.

**The Governing Body of the school will ensure that:**

* A member of the Governing Body is identified as the Designated Link Governor for Safeguarding and receives appropriate training. The identified Link governor will provide the governing body with appropriate information about safeguarding and Prevent and will liaise with the DSL.
* The EHT is designated to take strategic leadership responsibility for safeguarding within the school.
* The DSLs undertake training, in addition to basic child protection training, and refresher training at two-yearly intervals.
* The school’s Safeguarding and Child Protection Policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
* When the safeguarding policies are reviewed and shaped, the experiences and expertise of their staff will be taken into account.
* The school operates safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
* Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures.
* All staff and volunteers who have regular contact with pupils receive appropriate training which is up-dated annually.
* A section 11 self-assessment of safeguarding duties and child protection is provided to the Local Safeguarding Children’s Board by the EHT.
* Appropriate filters and monitoring systems are in place that do not lead to unreasonable restrictions as to what children can be taught. In practice, an example of this would be making sure that the school does not block so much internet traffic that the children are then unable to learn about making wise choices
* Children are taught about safeguarding, including on line, through teaching and learning opportunities, as part of a broad and balanced curriculum.
* The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across the key stages.

**The Designated Safeguarding Leads (DSL)**:

The DSLs and Deputy DSLs have a specific responsibility for championing the importance of safeguarding and promoting the welfare of pupils registered in the school. The DSLs and Deputy DSLs will have the complete safeguarding picture and they are the most appropriate people to advise on the response to safeguarding concerns.

This specific responsibility is specified in their job description and this specific responsibility cannot be delegated. They will:

**Manage referrals**

The designated safeguarding leads will:

* refer cases of suspected abuse to the local authority children’s social care as required;
* support staff who make referrals to local authority children’s social care;
* refer cases to the Channel programme where there is a radicalisation concern;
* support staff who make referrals to the Channel programme;
* refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
* refer cases where a crime may have been committed to the Police as required.

**Work with others**

The designated safeguarding leads will:

* liaise with the EHT/ EHoS to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
* as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which involve a staff member;
* liaise with staff (especially pastoral support staff, school nurses and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.

**Training**

The DSLs and Deputy DSLs will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The designated safeguarding leads will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed by attending the borough’s termly safeguarding briefings as well as subscribing to Andrew Hall’s Safeguarding Briefings to allow them to understand and keep up with any developments relevant to their role so they:

* understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
* have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
* are alert to the specific needs of children in need, those with special educational needs and young carers;
* are able to keep detailed, accurate, secure written records of concerns and referrals;
* understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
* are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
* can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
* obtain access to resources and attend any relevant or refresher training courses; and
* encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

**Raise Awareness**

The DSL will:

* ensure the school or college’s child protection policies are known, understood and used appropriately;
* ensure the school or college’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
* ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
* link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

**Child protection file**

Where children leave the school or college ensure their child protection details are transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. In addition to the child protection file, the designated safeguarding leads will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that will allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

**Availability**

During term time the designated safeguarding leads (or deputy) will always be available for staff to discuss any safeguarding concerns. Out of hours, all staff have the EHT/ EHoS’s mobile number, and are invited to call her with any concerns that they have.

## Keeping records

## We maintain a variety of records on children.

We have our management information system which maintains up to date information on pupils on the school roll including where and with whom the child is living, emergency contact information and attendance.

We use Otrack to help us to track children’s progress in their learning and attainment.

Additionally, we maintain confidential records of referrals to, and support from, other agencies, pastoral concerns, records of any statutory interventions/services and any other significant events in a child’s life. These records are only available on a password protected system (CPOMS) on the school’s network or in a locked cupboard in the headteacher’s office. Access is strictly controlled by the DSLs. All information is treated sensitively and is only shared on a ‘need to know’ basis and when it is in the best interests of the child.

## Confidentiality and information sharing

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The EHT/ EHoS and the DSLs disclose any information about a pupil to other members of staff on a need to know basis only. This will be judged against the Eight Golden Rules for Information Sharing. These are listed in Appendix 2 of this policy.

We understand our responsibilities to process personal information fairly and lawfully and to keep the information we hold safe and secure however we will not let that become a barrier to sharing information when the failure to do so would result in a child being placed at risk of harm. We will not allow fears about sharing information to stand in the way of the need to promote the welfare and protect the safety of children.

All staff and volunteers must understand that they have a professional responsibility to share information in order to safeguard pupils. This includes sharing any information with their line managers or the EHT/ EHoS where their relationships and associations both within and outside of the workplace, including on line, may have implications for the safeguarding of children in school. It also includes sharing information with other agencies, where that is necessary to safeguard the child.

It is imperative that 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.

## The federation schools have developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. For example: The school will notify relevant external agencies if-

* A child subject to a child protection plan is about to be excluded.
* There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
* It has been agreed as part of any child protection plan or core group plan.

## Safer recruitment and selection of staff

The school’s recruitment and selection policies and processes adhere to the DfE guidance set out in Keeping Children safe in Education, September 2019.

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.
1. **Training for staff and volunteers**

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.

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

## Managing allegations and concerns against staff and volunteers

The school follows the procedures recommended by the Local Authority and the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers and as such we have adopted the borough’s policy for: Managing Allegations against Staff.

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.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The LADO in Tower Hamlets is: Fiona Anderson and she can be contacted in the following ways:

* Tel. 0207 364 5290
* Mobile: 07951 188 431
* fiona.anderson@towerhamlets.gov.uk

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.

## Complaints or concerns made by pupils, staff or volunteers

Any concern or expression of disquiet made by a pupil will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

Staff will make sure that the pupil or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the pupil or adult informed about the progress of the complaint/expression of concern

## 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** It is available from 8:00am until 8:00pm, Monday to Friday and they can also be emailed on: help@nspcc.org.uk

**This next section deals with children and their families, how different issues and stages are responded to:**

1. **Children missing in education**

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 make contact with 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.

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 (1), the Deputy Headteacher (2), the School Business Manager or Office Manager (3) and yourself.
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 Deputy Duty Leader will search the outside grounds, the Duty Leader will search the new building and Business Manager or yourself 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 Duty Leader and the Site Manager/Premises Assistant (depending on what time of day it is) will be asked to search the school grounds for stage 3 above.
5. **Early Help**

Early Help means providing support as soon as a problem emerges at any point in a child’s life.

Early sharing of information or concern in regards to a child or their family could trigger support for the child and their family that in turn means a more serious safeguarding matter is avoided.

We recognise that any child may benefit from Early help, as such we are consistently vigilant for all children, however we recognise the need to be particularly alert to the potential need for early help, for 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)
* Has 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 misusing drugs or alcohol themselves;
* Is at risk of modern slavery, trafficking or exploitation;
* Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
* Has returned home to their family from care;
* Is showing early signs of abuse and/or neglect;
* Is at risk of being radicalised or exploited;
* Is a privately fostered child.

In Tower Hamlets there are many agencies that offer support to families in need. Support is coordinated through the Early Help Hub. Referrals can be made through their website. Examples of the range of support on offer that we have accessed for families in our community include:

* Financial: possibly beds need replacing – there is no shortage of love and care in the family, but there is a shortage of financial means to keep children healthy and safe;
* Garden clearance: making ‘homes’ safe for children with particular needs;
* Re housing: where families are in one room and the age/gender of children render that inappropriate;
* Home safety checks and equipment: door catches, plug covers etc.
* Parenting classes – particularly useful if boundaries are unclear or there are issues in respect of behaviour management.

**Our Early Help Coordinator is: Tanya Rajfeld, Early Help Coordinator - 020 7364 0544**

Tower Hamlets’ Children’s Centres provide vital support for Early Help and work with children from pre birth to age 11. We refer to them using a Universal Referral Form for:

* Ante and post natal support;
* Child health;
* Family support

Staff are expected to be consistently vigilant. They scrutinise children’s behaviours and what they say. This is of particular importance during home visits and when the children are engaged in role play in the Early Years and playtimes. We live in stressful times. With the right support, offered early, we know we can avoid situations escalating, we can help children and their families to make safe choices, and we can avoid safeguarding matters arising.

If a member of staff is aware of a potential concern, they are expected to report this to the DSLs using the standard procedure – the **CPOMS system**. See the next section.

You may also refer to the Safeguarding Referral Route in Appendix 4 for relevant contact numbers and email addresses if a DSL or Deputy DSL is not available.

The DSLs and Deputy DSLs will lead on liaising with other agencies and setting up an inter-agency/Early help assessment as appropriate.

Staff are expected to cooperate with this process and support other agencies and professionals as required.

We will ensure that someone from the Safeguarding team, detailed at the beginning of this policy, will act as the Lead professional for each case.

All cases are kept under review, by the Safeguarding team in their monthly meetings. Consideration is given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

1. **Recording and reporting concerns including for statutory assessment**

In child protection matters, the child protection procedures must be followed at all times.

In Tower Hamlets, when considering whether we feel that a child is suffering or is at risk of harm, or whether a family would benefit from support to reduce the risk of future suffering or harm, we work in accordance with:

* The Tower Hamlets SCB Multi Agency Safeguarding Thresholds Guidance and
* Tower Hamlets SCB Supplementary Guidance for Schools and Education Settings on Child Protection Procedures.

Any knowledge or suspicion the child may be at risk must be reported to the DSLs immediately, to ensure help and to ensure any intervention necessary to protect the child is accessed **as early as** possible.

## Concerns for pupils, and in particular those with disabilities, may come to the attention of staff in a variety of ways, for example through observation of behaviour, injuries or disclosure. The following should trigger concern:

* When there is a suspicion that an injury maybe non-accidental
* When there are signs of neglect
* When a child displays behaviour unusual for that particular child, for example - aggression, withdrawal, depression, or demonstration of inappropriate sexual behaviour
* When a child fails to thrive.
* When a child discloses abuse, or describes something, which may be associated with abuse (sexual and non-sexual abuse).
* When you are worried about a child / young person for any reason.

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

* Speak to the DSLs or the Deputy DSLs who act in their absence
* Agree with this person what action should be taken, by whom and when it will be reviewed
* Record the concern using the school’s **CPOMS system**.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.

If the DSLs or the Deputy DSLs are not available, you must refer to **the Safeguarding Referral Route** in **Appendix 3** for the contact numbers and email addresses to use to receive advice and refer to the concerns on, to ensure that the child, in your care, is safe. In these circumstances, any action taken should be shared with the DSLs or the Deputy DSLs as soon as is practically possible.

It is important that records are factual and reflect the words used by the pupil. Opinion should not be given unless there is some form of evidence base, which can also be quoted. Records must be dated with timings, if appropriate.

The DSL will make a decision on how to respond to your concerns. The DSL is expected to feedback to you. If you do not hear back from them, you will have an incident trail on CPOMS that can support you going back to them to pursue your concerns further.

## Follow up to a statutory assessment

When we have made a referral to social care because we believe a child is suffering or likely to suffer significant harm, the local authority should make a decision, within 1 working day of our referral being made, about the type of response that is required and they should let us know what that decision is.

* This will include determining whether:
* The child requires immediate protection and urgent action is required;
* The child is in need, and should be assessed under section 17;
* There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
* Any services are required by the child and family and what type of services; and
* Further specialist assessments are required in order to help the local authority to decide what further action to take.

The DSLs will ensure that we receive feedback, so if in the event of their absence, you made the referral yourself, you will need to notify them as soon as is practically possible, so that they can chase this up.

If the decision made is that a statutory assessment is required, all staff must do everything they can to support that assessment, supported by the DSLs or the Deputy DSLs, as required.

We know that we know our children and their families well. In the event that we feel a decision made does not sufficiently acknowledge the concerns that we have raised, or we feel that the child’s situation is not improving, we will consider following our local escalation procedures. We will do this until we feel our concerns have been addressed and, most importantly, until we feel that the child’s situation has improved.

The DSLs have the contact information for the team managers and heads of service for social care in Tower Hamlets. If you feel that more needs to be done to support a child, please follow up previous concerns, again using the school’s CPOMS system and make sure that you discuss progress to date with the DSLs.

## Informing parents and carers

## Our approach to working with parents/ carers is one of transparency and honesty and the school’s responsibility is to safeguard and promote the welfare of all the pupils in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to an external agency as they will be asked to give consent.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the DSLs or the EHT/ EHoS will seek advice from the Borough’s Children’s Social Services team.

## Child protection conferences and core group meetings

Members of staff asked to attend a child protection conference or other relevant core group meetings about an individual pupil will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the pupil is suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the pupil’s physical, emotional and intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

The Safeguarding Lead will ensure written reports are provided to the family and Chair of Conference at least 48 hours before an initial CP Conference and 5 days before a Review CP conference using the agreed template.

## Issues associated with Health & Safety

Our Health & Safety policies, set out in separate documents, reflect the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

## Physical Intervention / Positive Handling: Use of reasonable force

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

* Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* Restrain a pupil at risk of harming themselves through physical outbursts.

**We will NOT use force as a punishment – it is always unlawful to use force as a punishment.**

1. **Online safety**

Our experience is that the use of technology has become a significant component of many safeguarding issues. In particular, the use of mobile technology by some children sees them behaving in ways that are inappropriate for their age and include bullying behaviour. We are concerned that technology often provides the platform that facilitates harm in relation to Child sexual exploitation, radicalisation, and sexual predation.

It is worthy of note that ever since 2013, the NSPCC has been collating and compiling data across the four countries of the UK to review the state of child protection. Later this year, the Office of National Statistics (ONS) will publish their first compendium of child abuse data sources for England and Wales. 'The ONS’s compendium of child protection data should fulfil much of the need previously met by How safe are our children? This has opened up the opportunity for the NSPCC to look in more depth at the ever-evolving issue of online abuse' (How safe are our children? 2019 – online abuse, p7).

The NSPCC report looks at ten indicators:

* Inappropriate content
* Online Sexual abuse
* Online sexual offences
* Child sexual abuse images
* Child line counselling sessions
* NSPCC helpline contacts
* Internet Watch Foundation and industry reports
* Advice seeking and awareness
* Taking actions to stay safe online
* What needs to be done to improve online safety

To which the federation consider ‘Eating disorders and body image’ should be added.

Key messages include:

* 16 per cent of surveyed primary school-aged children said they had seen content which encouraged people to hurt themselves
* 21 per cent of surveyed girls aged 11 to 18 said they had received a request for a sexual image or message
* A disproportionately high number of counselling sessions about online sexual abuse involve girls (72 per cent) and children in the 12 to 15 year age group (57 per cent)
* In 2018/19 there were 1,507 contacts to the NSPCC helpline where online sexual abuse was the main concern, a 19 per cent increase since the previous year
* 41 per cent of 11 to 18 year olds surveyed said that they thought websites, apps and games weren’t doing enough to keep them safe online

Staff can download the How Safe Are Our Children 2019 report here:

<https://learning.nspcc.org.uk/media/1747/how-safe-are-our-children-2019.pdf>

The DfE have also produce new guidance to support teachers in teaching on line safety in schools.

We ask that all staff take these statistics into consideration when observing children’s on line behaviour as well as when delivering the On Line Safety and RSE Curriculum each year.

As a school, we encourage our parents and carers not to give their children mobile phones especially before Y6, and in Y6 only if they independently travel to and from school. This is because most young children are not yet ready to manage themselves safely with such easy access to the on line world.

We have a separate policy which addresses online use and safety. Staff are expected to read it in partnership with this policy. It addresses how we seek to protect children from potentially harmful and inappropriate on line material and behaviours with appropriate filters and monitoring systems in place.

We recognise that access to the internet creates a whole new world of risk for children. Issues around cyber bullying which are associated with emotional abuse are considered in our Anti Bullying Policy as well as in this. Additionally, later in this policy, is specific guidance around sexting, sexual abuse, which can occur via the internet involving a range of activities as well as the online risks for radicalisation.

1. **Use of Mobile phones**

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.
* 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.
1. **Use of Cameras: photography and images**

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.

**Specific Safeguarding issues**

All staff working in the federation schools are expected to familiarise themselves who safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

1. **Contextual safeguarding**

We recognise that safeguarding incidents and behaviours can be associated with factors outside of school. We must always consider the context within which incidents or behaviours occur. Our assessment of children needs to consider whether environmental factors are present in a child’s life that are a threat to their safety or welfare. If we have referred a case to children’s social care, we need to make sure that we provide as much information as possible as part of the referral process. By doing so we ensure that any assessment will be able to take into account the full range of evidence and the full context of any abuse.

## Children with special educational needs and disabilities

We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Any child with a disability is by definition a ‘child in need’ under section 17 of the Children Act 1989 and disability has been shown to confer an increased level of vulnerability. Studies have shown that disabled children are 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused.

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* Being more prone to peer group isolation than other children;
* The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
* Communication barriers and difficulties in overcoming these barriers.

Child abuse is defined within procedures as physical abuse (including female genital mutilation), emotional abuse (including that arising from domestic abuse and forced marriage), sexual abuse (including the sexual exploitation associated with child prostitution) and physical neglect, which the person with custody, or charged with care of the child, causes or knowingly fails to prevent. In addition to the universal indicators of abuse / neglect, in the case of a disabled child, the following abusive behaviours must also be considered:

* Force feeding
* Unjustified or excessive physical restraint
* Rough handling
* Extreme behaviour modification including the deprivation of liquid, medication, food or clothing
* Misuse of medication, sedation, heavy tranquillisation
* Invasive procedures against the child’s will
* Deliberate failure to follow medically recommended regimes
* Misapplication of programmes or regimes, medical or behavioural for example.

Our schools have increasing numbers of children with Special Educational Needs (SEN) and Disabilities. To address these challenges, we have enhanced pastoral support for these children in place, with teams around each child maintaining regular and effective communication about their needs and ongoing progress. Children with SEN and disabilities will have access to a variety of forms of in school mentoring and support which include:

* In class teaching assistant support;
* 1:1 teaching assistant support;
* Support from an Emotional Literacy Support Assistant (ELSA);
* Support from our Learning Mentor.

Provision will be put in place to ensure that all pupils, regardless of their needs, can access ‘Place2talk’ so that they are able to communicate a need/worry/concern if they wish to.

## Children and the court system

Our children are occasionally required to give evidence in court, either for crimes committed against them or for crimes, they have witnessed.

Furthermore, making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

Advice and support can be accessed. KCSiE provides a useful reference point in Appendix A. If you are aware of either of these situations happening for a child or family, please bring it to the attention of the DSLs a.s.a.p.

## Children with family members in prison

Sometimes we have children who experience a family member being sent to prison. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Advice is available that we can access when working with offenders and their children to help mitigate negative consequences for those children. If you are aware that a child is experiencing this, please bring it to the attention of the DSLs a.s.a.p.

## Private fostering

Sometimes our children may be 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 an 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.

We must notify the Local Authority if we suspect that a child is being privately fostered so that they can check the arrangement is suitable and safe for the child.

If you suspect a child is being privately fostered, please bring it to the attention of the DSLs a.s.a.p.

## Looked after children and previously looked after 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 our SENCo (Angela Veysey until 31st December 2019, then Marie Dixson from 1st January 2020).

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. In particular, 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 also consequently under achieving in their learning.

## Domestic abuse

## Based in Tower Hamlets, all staff working at our schools need to be aware that Tower Hamlets has one of the highest levels of Domestic Abuse in the country.

We are aware that pupils’ development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue.Pupils react to domestic abuse in similar ways to other types of abuse and trauma. Information about Domestic Abuse and its effect upon pupils will be incorporated into staff Safeguarding and Child Protection training and briefings.

The witnessing of Domestic Abuse by children is a form of Child Abuse (Emotional Abuse) and needs reporting. Children can also be physically harmed in situations of Domestic abuse where by the abused parent is no longer able to provide a safe environment for the child.

If you are concerned that a child may be witnessing domestic abuse at home it is vital that you share this with the DSLs right away, recording your concerns on CPOMS. The DSLs will then decide whether to contact the Early Help Hub or the Child Protection Advice Line so that a decision can be made regarding the level of help potentially needed by the family. Remembering that the earlier help can be received, the better, so it is better to pass on any concerns you have, even if they seem fairly minor to you. The DSLs will hold the bigger picture, and unbeknownst to you, concerns may have been raised previously which together with yours, mean that a level of intervention, in the best interests of the child, is warranted.

1. **Homelessness**

In Tower Hamlets it is not uncommon for families to find themselves without a home or in emergency accomodation. If you are concerned that a child in your class or care may be in this sitation, please make sure that you alert the Designated Safeguarding Leads or Deputy because Christine Collins has a wealth of expereince of supporting families in these situations and as a school, we would want to draw upon resources to help, so as to minimise the impact on the child’s welfare and education

1. **Child sexual exploitation and child criminal exploitation**

You are referred to Annex A in ‘Keeping children safe in education’, September 2019 for more information on each of these categories.

Child criminal exploitation, in particular, is an increasing concern in Tower Hamlets, with young people carrying drugs and money from the borough to suburban and rural areas, market and seaside towns. This activity, whilst being illegal, is also potentially extremely dangerous. If you have concerns that a child may be involved in, or associated with, such activity, make sure that you use CPOMS and inform the DSLs straight away.

In Tower hamlets we have a dedicated **Exploitation Team led by:**

Jo Turner (Interim): 074 5032 7748
Brian Mason: 079 8469 5928

The Exploitation Team will assist any queries or questions we may have in relation to exploitation including serious youth violence, radicalisation, county lines, gangs, children missing and sexual exploitation of children. The team currently consists of the Police and Social Care. Education will be incorporated into the team as well as Health.

The DSLs may make contact with that team or refer to MASH.

Relevant intelligence can be shared with Jo Turner of Children's Social Care, via the [(INTEL) form](https://towerhamlets.us1.list-manage.com/track/click?u=fdede33aba8cc580c4d09157c&id=74b5732dcf&e=7d5bd8634e). The exploitation team will be contactable between the hours of 9am – 5pm. There is also a team of Service Managers on call, should we need to contact someone in an emergency.

If there are issues around safeguarding in relation to a child potentially being exploited, or involved in gang activity, please refer to the MASH team for assessment. Moreover, if children are at risk due to sibling gang activity, please also refer for assessment through MASH.

* Civil Protection Unit: Office hours - 020 7364 4181/4192. Out of hours - 020 7364 7070
* Emergency Social Care (EDT) - 020 7364 4079
1. **Honour based violence**

This section and the next two sections attend to crimes that are encompassed in so-called ‘honour based violence. They are crimes that have been committed to protect or defend the honour of the family and/or community.

All forms of HBV are abuse (regardles of the motivation) and should be handled and escalated as such. If you are in any doubt, please make sure you discuss the matter with the Designated Safeguarding Leads. We need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If there is a perceived risk the Designated Safeguarding Leads will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

‘Keeping Children Safe in Education’, Appendix A provides detailed guidance and references on what staff must do when responding to concerns relating to Honour Based Violence.

## Forced Marriage

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.

There are a range of potential indicators that a girl may be at risk of Forced Marriage. Warning signs that a forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of Multi-agency guidelines: handling case of forced marriage.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school’s Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

1. **Female Genital Mutilation**

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

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38 – 41 of Multi agency statutory guidance on FGM. A particular risk is travel so applications for special leave are scrutinised accordingly.

All staff should speak to a DSL or Deputy DSL with regard to any concerns about female genital mutilation (FGM)***.***

There is also a specific legal duty on teachers. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

**We will report any FGM disclosure to the police as well as liaise with the LADO, Fiona Anderson - 0207 364 5290.**

## Peer on Peer abuse

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse and we need to recognise that children, even as young as primary age, can abuse their peers. We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators) however, as in all aspects of safeguarding for all children, vigilance is necessary and any concerns need to be acted upon immediately.

Peer on peer abuse is most likely to include, but not limited to:

* Bullying or cyber bullying
* Sexual violence and sexual harassment (see a later section in this policy for further guidance)
* Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
* ‘up skirting’ which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and is a criminal offence. It is not only confined to victims wearing skirts or dresses and equally applies when the victim is wearing a kilt, cassock, shorts or trousers.
* Sexting (also known as youth produced sexual imagery)
* Initiation/hazing type violence and rituals

We seek to minimise the risk of peer on peer abuse through the implementation of our curriculum and associated policies:

* Our policy on the prevention and management of bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
* Our Relationships and Sex Policy/PSHCE Scheme outline how the school prepares the children for age appropriate relationships and physical contact.
* See the curriculum section earlier in this policy re online safety and behaviour.

In particular, in our schools, our relentless focus on our school values, strives to enable children to be respectful of one another and to be responsible for their ‘positive’ impact upon one another in a safe way.

We are clear however that abuse is abuse, it could happen here, but if it does, it will not be tolerated. As staff we must remain objective to the facts and we must avoid passing incidences off as ‘banter’ or ‘part of growing up’. Part of our duty for safeguarding is also teaching the children appropriate behaviours/language to avoid safeguarding matters escalating for them.

If you are concerned about potential peer on peer abuse, you must report it to the DSLs and record it on CPOMS.

If you suspect that children are involved in sexting – please refer to the guidance produced by the UK Council for Children Internet safety – reproduced for you in **Appendix 3** of this docment.

In partnership with you, the DSLs will decide what further action to take which may include, but is not limited to, the following:

* Discussions with alleged victim and perpetrator to understand the extent of the harm;
* Discussions with the alleged victim and perpetrators parents regarding the extent of the harm and a support plan to respond;
* The use of restorative practices to enable children to fully learn about and understand the extent of the harm that has been committed and to empower them to take responsibility for their actions;
* Discussions with the Early Help Hub may be sought to determine what support could be sought by both the alleged victim and perpetrator. This is likely to be appropriate if the abuse may have stemmed from a lack of structured time outside of school.
* If it is suspected that a device may contain inappropriate images the school will follow the DfE’s guidance on ‘Searching, screening and confiscation, January 2018’ to seize the evidence.
* If there is evidence of producing or sharing sexual imagery, social care and the police will be informed immediately.

## Child on child sexual violence and sexual harassment

As for peer on peer abuse in the last section, we have to recognise that ‘it could happen here’ and our position is sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important, as for peer on peer abuse, is not to pass off any sexual violence or sexual harassment as ‘banter’, ‘part of growing up’ or ‘having a laugh’.

Any concerns about sexual violence and sexual harassment must be reported to the DSL immediately. In determining how to proceed, the DSL, who will have the complete safeguarding picture, will refer to the detailed guidance in Section 5 of Keeping children safe in education, September 2019. In particular, the DSL will consider the wishes of the victim in terms of how they want to proceed. We recognise that victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (KCSiE, September 2019, paragraph 246)

Each report will be considered on a case by case basis and is likely to result in one or more of the following:

* Internal management in line with behaviour and bullying policies, with follow on pastoral support;
* A referral for Early Help services;
* A referral to children’s social care;
* In partnership with children’s social care, a referral to the police.

We recognise that both the victim and the perpetrator will require follow on support.

The perpetrator more than likely will have unmet needs. Risk assessment will need to be undertaken to minimise further risk to others as well as harm to the perpetrator themselves. Partnership with agencies outlined above will be essential in guiding our response to each individual case.

## Serious Violence

In our vigilance over the children in our care, we also need to aware of indicators that may signal that children are at risk from, or are involved with, serious crime. These include:

* Increased absence from school;
* A change in friendships or relationships with older individuals or groups; (Local knowledge is important here, and feedback regarding who a child is spending time with outside of school from another parents for example, should not be overlooked)
* A significant decline in performance;
* Signs of self-harm;
* Significant change in well-being;
* Signs of assault;
* 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. There are a number of prominent gangs operating on the Island and the recruitment of young vulnerable children is quite common, especially in relation to the earlier section on child exploitation and in relation to county lines. Any concerns, even if only ‘gut instinct’ should be referred to the DSL without delay, and logged on CPOMS.

## Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

1. **Radicalisation or Extremism**

***Definitions***

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct, **Be Kind: Be Safe: Be Responsible** equips our pupils with the skills to reject violence in all its forms.

***Aims and principles***

The main aims are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that: Pupils are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living. Pupils are helped to understand the importance of democracy and freedom of speech, through their PSHCE curriculum and through the elected School Council members. The curriculum teaches pupils how to keep themselves safe, in school and when using the internet. Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background. Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities. Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others. Governors, teachers, teaching assistants and non‐teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school. The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

**Pursue** - To stop terrorist attacks

**Prevent** - To stop people becoming terrorists or supporting terrorism

**Protect** - To strengthen our protection against a terrorist attack

**Prepare** - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document ‘Learning together to be safe’: A toolkit to help schools contribute to the prevention of violent extremism. Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document ‘Learning together to be safe’.

***Procedures for referrals***

Although serious incidents involving radicalisation have not occurred at either of our schools to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation, could not happen here and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding lead).

***We follow the London Borough of Tower Hamlets referral pathway which can be read in Appendix 4 and 5 of this Safeguarding policy.***

***Role of the curriculum***

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E. and PSHCE provision is embedded across the curriculum and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

***Staff training***

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

**Appendix 1**

## Definitions and signs and symptoms of abuse taken from London Child Protection Procedures, 5th edition

### 4.1 Concept of significant harm

4.1.1 Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

4.1.2 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

4.1.3 Each of these elements has been associated with more severe effects on the child, and / or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.

4.1.4 Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child’s physical and psychological development.

4.1.5 Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

### 4.2 Definitions of child abuse and neglect

### Physical abuse

4.2.1 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child

### Emotional abuse

4.2.3 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

* Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
* Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
* Seeing or hearing the ill-treatment of another;
* Serious bullying, which may be on line ‘cyber bullying’ causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
* Exploiting and corrupting children.

4.2.4 Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4.2.5 See section 5. Children in specific circumstances who may be at risk of suffering emotional abuse.

### Sexual abuse

4.2.6 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

4.2.7 Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003. See section 5.23. ICT-based forms of abuse, section 5.39. Sexually active children and section 5.40. Sexually exploited children.

4.2.8 Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### Neglect

4.2.10 Neglect is the persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development.

4.2.11 Neglect may occur during pregnancy as a result of maternal substance abuse.

4.2.12 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);
* Ensure access to appropriate medical care or treatment.

4.2.13 It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

4.2.14 See section 5. Children in specific circumstances who may be at risk of suffering neglect.

## 4.3 Recognition of abuse and neglect

4.3.1 The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

* Must be regarded as indicators of the possibility of significant harm;
* Indicates a need for careful assessment and discussion with the agency’s nominated child protection person;
* May require consultation with and/or referral to the LA children’s social care and / or the police.

4.3.2 The absence of such indicators does not mean that abuse or neglect has not occurred.

4.3.3 In an abusive relationship the child may:

* Appear frightened of the parent;
* Act in a way that is inappropriate to their age and development.

4.3.4 The parent may:

* Persistently avoid routine child health services and/or treatment when the child is ill;
* Have unrealistic expectations of the child;
* Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);
* Be absent or leave the child with inappropriate carers;
* Have mental health problems which they do not appear to be managing;
* Be misusing substances;
* Persistently refuse to allow access on home visits;
* Persistently avoid contact with services or delay the start or continuation of treatment;
* Be involved in domestic violence;
* Fail to ensure the child receives an appropriate education.

4.3.5 Professionals should be aware of the potential risk of harm to children when individuals (adults or children), previously known or suspected to have abused children, move into the household.

### Recognizing physical abuse

4.3.6 The following are often regarded as indicators of concern:

* An explanation which is inconsistent with an injury;
* Several different explanations provided for an injury;
* Unexplained delay in seeking treatment;
* The parent/s are uninterested or undisturbed by an accident or injury;
* Parents are absent without good reason when their child is presented for treatment;
* Repeated presentation of minor injuries (which may represent a ‘cry for help’ and if ignored could lead to a more serious injury);
* Frequent use of different doctors and accident and emergency departments;
* Reluctance to give information or mention previous injuries.

### Bruising

4.3.7 Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

* Any bruising to a pre-crawling or pre-walking baby;
* Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
* Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
* Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
* Variation in colour possibly indicating injuries caused at different times;
* The outline of an object used (e.g. belt marks, hand prints or a hair brush);
* Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
* Bruising around the face;
* Grasp marks on small children;
* Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

### Bite marks

4.3.8 Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

4.3.9 A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and scalds

4.3.10 It can be difficult to distinguish between accidental and non- accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

* Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
* Linear burns from hot metal rods or electrical fire elements;
* Burns of uniform depth over a large area;
* Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
* Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

4.3.11 Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

4.3.12 Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

4.3.13 Non-mobile children rarely sustain fractures.

4.3.14 There are grounds for concern if:

* The history provided is vague, non-existent or inconsistent with the fracture type;
* There are associated old fractures;
* Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
* There is an unexplained fracture in the first year of life.

### Scars

4.3.15 A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### Recognizing emotional abuse

4.3.16 Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

4.3.17 The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

4.3.18 The following may be indicators of emotional abuse:

* Developmental delay;
* Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
* Indiscriminate attachment or failure to attach;
* Aggressive behaviour towards others;
* Appeasing behaviour towards others;
* Scapegoated within the family;
* Frozen watchfulness, particularly in pre-school children;
* Low self esteem and lack of confidence;
* Withdrawn or seen as a ‘loner’ – difficulty relating to others.

### Recognizing sexual abuse

4.3.19 Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

4.3.20 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.

4.3.21 If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional’s response. There may be no physical signs and indications are likely to be emotional / behavioural.

4.3.22 Behavioural indicators which may help professionals identify child sexual abuse include:

* Inappropriate sexualised conduct;
* Sexually explicit behaviour, play or conversation, inappropriate to the child’s age;
* Contact or non-contact sexually harmful behaviour;
* Continual and inappropriate or excessive masturbation;
* Self-harm (including eating disorder), self-mutilation and suicide attempts;
* Involvement in sexual exploitation or indiscriminate choice of sexual partners;
* An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

4.3.23 Physical indicators associated with child sexual abuse include:

* Pain or itching of genital area;
* Blood on underclothes;
* Pregnancy in a child;
* Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

4.3.24 Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on ‘stranger danger’, research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

### Recognizing neglect

4.3.25 It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

4.3.26 When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

* Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
* Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
* A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
* Failure of child to grow within normal expected pattern, with accompanying weight loss;
* Child thrives away from home environment;
* Child frequently absent from school;
* Child left with inappropriate carers (e.g. too young, complete strangers);
* Child left with adults who are intoxicated or violent;
* Child abandoned or left alone for excessive periods.

4.3.27 Disabled children and young people can be particularly vulnerable to neglect

4.3.28 Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child’s parent, often due to one or more unmet needs of their own. These could include domestic violence (see section 5.11), mental health issues (see section 5.29), learning disabilities (see section 5.30), substance misuse (see section 5.31), or social isolation / exclusion (see section 5.1.1 to 5.1.4), this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child

*Radicalisation or Extremism*

4.3.29 Any member of staff with concerns about a student’s vulnerability to extremism or risk of radicalisation should make clear written record of concerns they have heard and/or witness.

4.3.30 There may be a wide range of signs for radicalisation or extremism. These maybe through the following:

* Showing sympathy for extremist causes
* Glorifying violence
* Evidence of possessing illegal or extremist literature/videos
* Advocating messages similar to extreme organisations
* Changes in behaviour, dress, social groups, interests

*Female Genital Mutilation*

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines: Female Genital Mutilation, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

## Appendix 2

### Eight Golden Rules for Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm**, then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
3. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
4. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
5. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
6. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
7. **Necessary, proportionate, relevant, accurate, timely and secure**: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
8. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**Appendix 3**

***Guidance produced by the UK Council for Child Internet Safety.***

**Sexting**: how to respond to an incident

An overview for all teaching and non-teaching staff in schools and colleges.

|  |
| --- |
| This document provides a brief overview for frontline staff of how to respond to incidents involving ‘sexting’. All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school’s safeguarding policies. The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People, and should not refer to this document instead of the full guidance. |

**What is ‘sexting’?**

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’.

The Federation governors feel that the definition should also include the sending of sexually explicit messages and the use of sexually explicit language.

‘Sexting’ does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

**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.

**If a ‘sexting’ incident comes to your attention, report it to your DSL. Your school’s safeguarding policies should outline codes of practice to be followed.**

Referral route for safeguarding concerns

**Appendix 4**

All staff have been trained and are extremely vigilant regarding the following key areas of safeguarding:

Child Protection

Pastoral

Prevent

Medical and Health

FGM

If someone has a concern about an adult who they work with or has direct contact with children in **their own place of work,** either as a paid staff member or volunteer

Any member of staff with concerns about a child will follow the School’s ***Safeguarding and Child Protection Policy procedures***. They will make a clear record of the concerns they have heard and/or witnessed on the school’s **CPOMS system.**

They will ensure the school **Designated Safeguarding Leads** are alerted to the concern:

**St Paul’s:**

**Terry Bennett; Kathy Blake**

**St John’s:**

**Darren Rubin; Martin Hurst**

Low level concerns managed by school with the family:

Record of concerns and actions logged securely on CPOMS.

Regular discussion with **Designated Safeguarding Leads** until resolved or referred on.

General advice, information and **early help** or to access services if you are not clear who needs to be involved.

Advice about a stuck or complex case.

Monitoring and support of critical cases on the borderline of statutory services.

Prevent casework and advice.

**Early help Hub** (which includes the work of the Social Inclusion panel – SIP)

0207 364 5006 – Option 2

EarlyHelp@towerhamlets.gov.uk

Or for SIP/prevent referrals:

This.Child@towerhamlets.gov.uk

**Imminent risk of harm to the child –** contact:

**Child Protection Advice line (CPAL):** on **Tel: 020 7364 5006 option 3 or 0207 364 3444**

You may then be required to e mail the Multi Agency Safeguarding Hub (MASH) on:

**MASH@towerhamlets.gov.uk**

This is manned between **9.00am to 5.00pm.**

The children’s social care emergency out of hours’ duty team, from 5.00pm onwards is: 020 7364 4079

**Note**: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the police.

The issue should be discussed with the family and an Early Help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

Refer to the Headteacher in the first instance unless the concern is in regards to the headteacher in which case contact:

* The Chair of Governors, Robin Precey
* LA Director of Children’s Services, Debbie Jones
* **Child Protection Advice Line**on **Tel: 020 7364 5006 option 3 or 0207 364 3444**
* Melanie Benzie, the **Local Authority Designated Officer (LADO)** directly on **Tel: 020 7364 0677 or by email to:** LADO@towerhamlets.gov.uk or
* Secure email: LADO@towerhamlets.gcsx.gov.uk

If the designated safeguarding leads are not available, then the staff member is to contact:

Child Protection Advice line (CPAL)

**Tel: 020 7364 5006 option 3 or 0207 364 3444**

 **(5.00pm onwards) 020 7364 4079**

**Appendix 5**

They will speak to the school’s **Designated Safeguarding Lead:**

**St Paul’s:**

**Terry Bennett; Kathy Blake**

**St John’s:**

**Darren Rubin; Martin Hurst**

**Low level concerns** managed by school and family:

Record of concerns and actions logged securely (using EHA review form for reviews.)

Regular discussion with Designated Safeguarding Officer until resolved or referred on.

The issue should be discussed with the family and an early help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk.

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

General advice, information and early help or to access services if you are not clear who needs to be involved.

Advice about a stuck or complex case.

Monitoring and support of critical cases on the borderline of statutory services.

Prevent casework and advice.

**Early help Hub** (which includes the work of the Social Inclusion panel – SIP)

0207 364 5006 – Option 2

EarlyHelp@towerhamlets.gov.uk

Or for SIP/prevent referrals:

This.Child@towerhamlets.gov.uk

Imminent threat of harm to others – contact

**Police 999**

or **Terrorist Hotline**

**0800 789 321**

Any member of staff with concerns about a child will follow the School’s ***Safeguarding and Child Protection policy procedures***. They will make a clear record of the concerns they have heard and/or witnessed on the school’s **CPOMS system.**

Referral route for safeguarding concerns related to Radicalisation or Extremism

PREVENT

**Imminent risk of harm to the child –** contact:

**Child Protection Advice line (CPAL):** on **Tel: 020 7364 5006 option 3 or 0207 364 3444**

You may then be required to e mail the Multi Agency Safeguarding Hub (MASH) on:

**MASH@towerhamlets.gov.uk**

This is manned between **9.00am to 5.00pm.**

The children’s social care emergency out of hours’ duty team, from 5.00pm onwards is: **020 7364 4079**

**Note**: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the police.

If the designated safeguarding leads are not available, then the staff member is to contact:

Child Protection Advice line (CPAL)

**Tel: 020 7364 5006 option 3 or 0207 364 3444**

 **(5.00pm onwards) 020 7364 4079**