|  |  |
| --- | --- |
| **Federation** | |
| *Designated Governor for Safeguarding and Prevent:*  Nicola Thomas, Vice-Chair of governors:  email: [nicola.d.thomas@gmail.com](mailto:nicola.d.thomas@gmail.com); telephone: 0208 980 1142  *Designated Prevent Lead:*  Terry Bennett, Executive Headteacher (EHT):  email: [tbennett8.211@lgflmail.org](mailto:tbennett8.211@lgflmail.org), telephone: 0208 980 1142/ 0207 480 6581 | |
| *Staff/ Governors with safer recruitment training:*  Terry Bennett (EHT)  Darren Rubin, Executive Head of School (EHoS)  Robin Precey (Chair of governors)  Nicola Thomas, (Vice Chair of governors) | |
| **St John’s** | **St Paul’s** |
| *Designated Safeguarding Lead (DSL):*  Darren Rubin, EHoS  email: [drubin.211@lgflmail.org](mailto:drubin.211@lgflmail.org)  phone: 0208 980 1142 | *Designated Safeguarding Lead (DSL):*  Terry Bennett, EHT  email: [tbennett8.211@lgflmail.org](mailto:tbennett8.211@lgflmail.org)  phone: 0207 480 6581 |
| *Deputy Designated Safeguarding Leads:*  Terry Bennett, EHT  phone: 0208 980 1142  Bal Jheeta  email: [bjheeta2.211@lgflmail.org](mailto:bjheeta2.211@lgflmail.org)  phone: 0208 980 1142  Raajmeen Nehaar  email: [rnehaar1.211@lgflmail.org](mailto:rnehaar1.211@lgflmail.org)  phone: 0208 980 1142 | *Deputy Designated Safeguarding Leads:*  Darren Rubin, EHoS  phone: 0207 480 6581  Kathy Blake, Deputy Headteacher (DHT)  email: [kathy.blake@st-pauls.towerhamlets.sch.uk](mailto:kathy.blake@st-pauls.towerhamlets.sch.uk)  phone: 0207 480 6581  John Boutflour, AHT  email: [jboutflour.211@lgflmail.org](mailto:jboutflour.211@lgflmail.org)  phone: 0207 480 6581 |
| *Designated Person who promotes Children Looked After (CLA):* Darren Rubin | *Designated Person who promotes Children Looked After (CLA):* Darren Rubin |
| **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](mailto:LADO@towerhamlets.gov.uk) 020 7364 3506 | |
| **This policy has been updated to take regard of ‘Keeping children safe in education’, DfE September 2021 and ‘Working together to safeguard children’, DfE 2018**  **This policy applies to all staff, governors and volunteers working within the school who sign annually to say they have read and understand both documents.** | |
| Ratified by the Federation Governors:  Signed: (see file copy)  Next Review date (Reviewed annually): **Autumn 2022** | |

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1. INTRODUCTION

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

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

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

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

**Ethos**

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

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

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

**Other relevant policies**

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

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

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

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

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

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

**School commitment and aims**

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

* Maintaining children’s welfare as a paramount concern; we always consider what is in the child’s best interests;
* Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
* Providing suitable support and guidance so that pupils know how to approach adults if they are experiencing difficulties or are 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.

1. CORE SAFEGUARDING PRINCIPLES

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

These 6 core principles are embedded within the school’s safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding.

1. PURPOSE OF POLICY

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

1. SAFEGUARDING LEGISLATION AND GUIDANCE

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

* Section 175 of the Education Act 2002 (maintained schools only)
* Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
* The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
* The Safeguarding Vulnerable Groups Act 2006
* The Teacher Standards 2012
* Working Together to Safeguarding Children 2018 (Updated December 2020)
* Keeping Children Safe in Education 2021
* What to do if you’re worried a child is being abused 2015
* UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
* Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)

1. THSCP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

* London Child Protection Procedures revised 6th Edition (London Safeguarding Children Board, March 2021)
* Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
* Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2021
* Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children’s workforce - Information about reporting and managing allegations
* Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2021

1. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

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

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

The school will engage with the borough’s Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews,**[[1]](#footnote-1)** participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough’s Section 175/157 School Safeguarding Audit cycle.

1. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

1. ROLES AND RESPONSIBILITIES

The Governing Body/Trustees/Proprietor have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that school’s safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective.

In accordance with the statutory requirement the named member of the Governing Body who takes leadership responsibility for safeguarding at the school is Nicola Thomas and they are referred to as the Safeguarding Link Governor.

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

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

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

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

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

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

All staff have a responsibility to report safeguarding concerns immediately to the DSL and all incidents are logged on CPOMS.

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

All staff are expected to keep safeguarding values at the core of their daily conduct. The best interests of the child should determine their decision making, behaviour and any action taken.

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

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

A Child who:

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

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

1. CHILDREN IN NEED OF A SOCIAL WORKER

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

When making decisions about safeguarding, carrying out risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services.

1. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

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

1. LOOKED AFTER CHILDREN AND CARE LEAVERS

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

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

The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.

Our Designated teacher for Looked After Children is Darren Rubin.

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

1. SEND CHILDREN

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

* professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
* children not understanding that what is happening to them is abuse; and
* communication barriers when reporting abuse and difficulties in overcoming these barriers.

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

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

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

See also the Federation SEND Policy.

1. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, child criminal exploitation or mental health problems. Staff should be alert to children already known to be vulnerable going missing from education especially Children known to a Social Worker and Looked After Children.

The school follows up on absences as part of its safeguarding duty. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

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

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

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

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

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

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

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

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

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

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

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

1. WHISTLEBLOWING

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

See also the Federation Whistleblowing Policy.

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

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

1. ALLEGATIONS AGAINST STAFF & REPORTING OF LOW-LEVEL CONCERNS

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school’s Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2021 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2021.

An allegation is made against a member of staff including supply staff, volunteers, contractors and governors, when an individual has:

* behaved in a way that has harmed a child, or may have harmed a child;
* possibly committed a criminal offence against or related to a child;
* behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
* behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

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

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

**LBTH Local Authority Designated Officer (LADO):** Melanie Benzie

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Concerns about staff that do not meet the harm threshold and the allegation criteria set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns about themselves in accordance with the school’s procedures on low-level concerns, which are found in the school’s Staff Code of Conduct.

1. STAFF TRAINING

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

Induction training includes:

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

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

Staff should be proactive in keeping up to date with any changes.

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

1. VISITORS

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

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

1. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply, and the DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed. If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

Where services or activities are provided separately by another organisation, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

1. IDENTIFYING ABUSE

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

The school is aware that children can be at risk of abuse, harm and exploitation beyond the family home. Extra familial harms include sexual exploitation, criminal exploitation and serious youth violence and abuse that occurs on digital and online platforms. All staff especially the DSL and Deputy DSLs will consider whether children are at risk of harms and exploitation in environments outside the family environment.

1. INDICATORS OF ABUSE

**Physical** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Sexual** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect** - the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

The school is aware of the borough’s [LBTH Neglect Guidance](https://proceduresonline.com/trixcms/media/4644/tower-hamlets-neglect-guidance.pdf) and understands its important role in identifying children who may be suffering from Neglect.

1. VOICE OF THE CHILD

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently, because they know that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them.

Where there is a safeguarding concern, we will take the child’s wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

* Put systems in place for pupils to confidently report abuse
* Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
* Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Pupils are encouraged to report any concerns to a member of staff with whom they feel comfortable, such as their teacher, a teaching assistant, the Place2Be SPM, a midday meals supervisor.

Children are made aware of the procedure in assemblies and PSHE and RSE lessons.

SPECIFIC SAFEGUARDING ISSUES

1. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

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

* Children who are in possession of multiple phones and overly anxious to check their phones
* Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
* children who have older boyfriends or girlfriends;
* children who suffer from sexually transmitted infections or become pregnant.
* children who appear with unexplained gifts or new possessions;
* children who associate with other young people involved in exploitation;
* children who suffer from changes in emotional well-being;
* children who misuse drugs and alcohol;
* children who go missing for periods of time or regularly come home late; and
* children who regularly miss school or education or do not take part in education.

CSE risks to children are communicated through the PSHE and RSE curriculum.

For further information staff can read the [Home Office Statutory Guidance](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) on Child Sexual Exploitation as well as speaking to the DSL.

1. CHILD CRIMINAL EXPLOITATION

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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

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

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

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

* Children who are in possession of multiple phones and overly anxious to check their phones
* Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
* children who appear with unexplained gifts or new possessions;
* children who associate with other young people involved in exploitation;
* children who suffer from changes in emotional well-being;
* children who misuse drugs and alcohol;
* children who go missing for periods of time or regularly come home late; and
* children who regularly miss school or education or do not take part in education.

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

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

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

1. SERIOUS YOUTH VIOLENCE

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

1. ONLINE HARMS

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

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

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

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

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement.

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

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

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

1. DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members. Domestic Abuse may involve a range of abusive behaviours including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Staff should be aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’.

School has signed up to the Metropolitan Police’s Operation Encompass system and on receipt of a notification from the Police will provide appropriate support to the child or children concerned, who attend the school. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will inform the school’s Designated Safeguarding Lead before the child or children arrive at school the following day. The purpose of Operation Encompass is to enable the school to provide ‘silent support’ and is not intended to replace statutory procedures.

1. SO-CALLED HONOUR-BASED ABUSE

All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Honoured Based Abuse, or already having suffered Honour Based Abuse.

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

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

See also the [HM Government Multi-Agency Statutory Guidance on FGM](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation), Updated 30th July 2020.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school’s safeguarding procedures.

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

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

See also the [Forced Marriage Unit’s Statutory Guidance and Multi Agency Guidelines](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf).

1. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

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

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

See also [Statutory guidance on the Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism, specifically paragraphs 57-76, which pertain to schools.

The schools have completed local authority Prevent Risk Assessment and Prevent Checklists as part of their Prevent Duty.

Pupils are able to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education).

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

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

1. PEER ON PEER ABUSE

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

Peer on Peer Abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of peer on peer abuse.

Staff should treat all reports of peer on peer abuse very seriously and make ti clear that all forms are unacceptable. Abuse is abuse and will never be dismissed as ‘banter’ or ‘part of growing up’. School adopts a Zero Tolerance Approach to peer on peer abuse.

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

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

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

* bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* physical abuse such as biting, hitting, kicking or hair pulling
* sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
* causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
* teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
* upskirting – taking a picture under a person’s clothing without their knowledge and/or permission with the attention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence
* initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
* prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

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

**Procedures for dealing with allegations of peer-on-peer abuse**

If a pupil makes an allegation of abuse against another pupil:

* You must record the allegation on CPOMS and tell the DSL, but do not investigate it
* The DSL will contact the local authority MASH team and follow its advice, as well as the police if the allegation involves a potential criminal offence
* The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
* The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

All allegations of peer on peer abuse will be treated seriously, recorded, investigated and dealt with by a member of the senior leadership team.

**Creating a supportive environment in school and minimising the risk of peer-on-peer abuse**

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

* Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
* Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
* Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
* Ensure pupils can easily and confidently report abuse using our reporting systems
* Ensure staff reassure victims that they are being taken seriously
* Ensure staff are trained to understand:
  + How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  + That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  + That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
  + That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  + That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  + The important role they must play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
  + That they should speak to the DSL if they have any concerns

See also the Federation Managing Allegations Against Pupils Policy.

1. PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary phases and in colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

As part of school’s wider safeguarding culture, staff should maintain a ‘it could happen here’ approach in regard to child on child sexual violence or sexual harassment and understand that children may be experiencing such forms of peer on peer abuse, including that facilitated by technology, regardless of the number of reports the DSL receives.

In response to reports including disclosures school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

* challenging inappropriate behaviours;
* making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
* not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
* challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

All Staff need to be aware of the following:

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

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

Sexual Harassment may include the following:

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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 31 of this policy, as appropriate, which sets out, in more detail, our school’s approach to this type of abuse.

1. YOUTH PRODUCED SEXUAL IMAGERY

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

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. Nude or semi-nude images, videos or live streams may include more than one child or young person.

Incidents may also occur where:

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

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

When handling disclosures of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately report the disclosure to the Designated Safeguarding Lead.

**Procedures for dealing with youth produced sexual imagery**

These procedures are in accordance with UKCIS’s non-statutory guidance, Sharing *Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020*.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must record it on CPOMS and report it to the DSL immediately.

You must **not**:

* View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
* Delete the imagery or ask the pupil to delete it
* Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
* Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
* Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

**Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

* Whether there is an immediate risk to pupil(s)
* If a referral needs to be made to the police and/or children’s social care
* If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed)
* What further information is required to decide on the best response
* Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
* Whether immediate action should be taken to delete or remove images or videos from devices or online services
* Any relevant facts about the pupils involved which would influence risk assessment
* If there is a need to contact another school, college, setting or individual
* Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

* The incident involves an adult
* There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
* What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
* The imagery involves sexual acts and any pupil in the images or videos is under 13
* The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

**Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

**Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

**Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the safer neighbourhood team on 0208 721 2854/ [CEMailbox.StKatharines\_Wapping@met.police.uk](mailto:CEMailbox.StKatharines_Wapping@met.police.uk)

**Recording incidents**

All incidents of sharing of nudes and semi-nudes,and the decisions made in responding to them, will be recorded on CPOMS.

1. BULLYING (INCLUDING CYBERBULLYING)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school’s anti-bullying policy and procedure.

See also the Federation Anti-Bullying Policy.

1. HOMELESSNESS

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

1. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds.

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

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

1. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

1. PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

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

1. YOUNG CARERS

It is estimated by the Children’s Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that Young carers have the right to an assessment by the local authority to identify needs and support and the person they are caring for can have a reassessment of their needs. The DSL will seek information and support from the LBTH Young Carers Program when identifying young carers and refer accordingly: [Young.Carers@towerhamlets.gov.uk](mailto:Young.Carers@towerhamlets.gov.uk)

1. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

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

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

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

1. MODERN SLAVERY

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

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

1. TAKING SAFEGUARDING ACTION

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

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

1. EARLY HELP

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

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

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

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

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

**LBTH Early Help Hub:**

0207 364 5006 (option 2)

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

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

**MASH:**

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

**Child Protection Advice Line**

020 7364 3444

If a child has been receiving early help support from the school and other agencies and there is no improvement in the child’s outcomes then the DSL will refer to Children’s Social Care.

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

1. HANDLING DISCLOSURES

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

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

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

* allow the child to speak freely
* remain calm
* allow silences
* do not ask leading questions
* tell the pupil what will happen next
* inform the DSL as soon as possible
* seek support if they feel distressed.

1. CONFIDENTIALITY AND SHARING INFORMATION

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. All staff will understand that safeguarding requires a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL or the headteacher.

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

The DSL will have due regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) to ensure that personal information is processed fairly and lawfully, and they will adhere to the seven golden rules for sharing information. Information sharing will take place in a timely and secure manner. The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

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

1. REFERRING TO CHILDREN’S SOCIAL CARE

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

**LBTH Multi-Agency Safeguarding Hub:**

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

**Child Protection Advice Line:**

020 7364 3444

When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response.

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

1. ESCALATION PROCEDURES

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

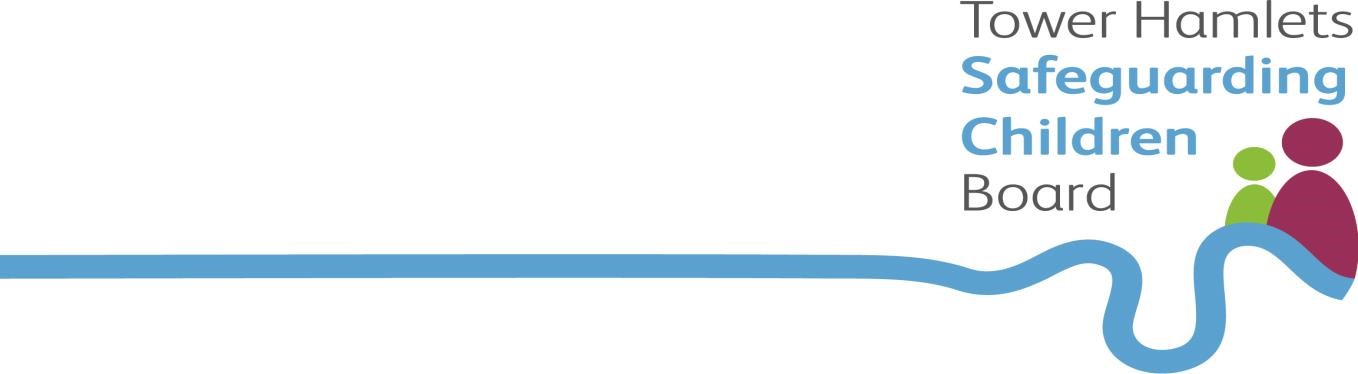
In accordance with the Tower Hamlets Threshold Guidance Appendix D the DSL will first contact the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

Appendix 1: MASH Poster

Appendix 2: MASH Interagency Referral Form

Appendix 3: THSCP Managing Allegations Flowchart

Appendix 4: Safeguarding policies and review dates

APPENDIX 1

**Child Protection Advice Line/MASH**

**020 7364 3444 /5601 / 5606**

The Child Protection Advice Line is a service provided as part of Tower Hamlets

Children’s Services Directorate’s Multi-Agency Safeguarding Hub (MASH). This service is available to schools and children’s centres, education support staff, parents/carers and pupils, other agencies and professionals and to voluntary and community organisations in Tower Hamlets.

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

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

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

Important contact information:

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

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|  |
| --- |
| **CHILD PROTECTION**  **ADVICE LINE/ MASH**      ***A service provided as part of Tower Hamlets Children’s Services Directorate’s Multi-***  ***Agency Safeguarding Hub (MASH) for staff in schools and children’s centres, education support staff, parents/carers, pupils, other agencies and professionals and voluntary and community organisations.***  **0207 364 3444**  **/5601 / 5606**    **direct line 9.00am – 5.00pm weekdays**  **(not including public holidays)** |
| **Designated**  **Safeguarding**  **Lead:…………………………………………..………….………………Date……………..……** |

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APPENDIX 2

**INTER-AGENCY REFERRAL FORM**

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

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

1. **CHILD/ YOUNG PERSON**

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

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

1. **CHILD/YOUNG PERSON’S PRINCIPAL CARERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FULL NAME** | **DOB**  **If known** | **Relationship to child** | **Ethnicity code** | **Parental**  **responsibility** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **First language of carers: Is an interpreter or signer required: Y / N** | | | | |

**C. OTHER HOUSEHOLD MEMBERS**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **FULL NAME** | **Relationship to child/young person** | **Address** | **Tel No** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person’s safety** | | |
|  | **Y / N** | **If no, state reason** |
| **The child/young person knows about the referral** |  |  |
| **The parent/carer knows about the referral**  **The parent/carer has given consent to the referral.** |  |  |

**F. INFORMATION ON STATUTORY STATUS**

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

**G. KEY AGENCIES INVOLVED**

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

**H. INFORMATION SUPPORTING THIS REFERRAL**

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

**REASON FOR REFERRAL/REQUEST FOR SERVICES**

|  |
| --- |
| ***What are your concerns? (If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given)*** |
|  |

|  |
| --- |
| Scale how safe you think the child is:  ***With 0 being I am certain the abuse will happen again if something is n’t done immediately and 10 being the case needs action but I don’t think the child is in immediate danger, what rating would you give?***  **Comments on Score: Please tell us how you reached this score**. |
| ***What existing safety is there for the child(ren) – are there safe people around the child?*** |
| ***What are you most worried will happen to the child(ren) if the situation doesn’t change?*** |
| ***What convinced you to take action now and contact us?*** |
| ***Have you done anything to address this problem (apart from making this referral)? For example has your agency used a CAF or a TAC to focus professional efforts on addressing the concerns? Has the Social Inclusion Panel been consulted for support?*** |
| ***What do you see as the cause of the problem?*** |
| ***What do you expect to happen as a result of this notification?*** |

**I. DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of social worker taking referral** | |  | |
| **Team** |  | **Date** |  |
| **Social work context scale (for social worker to complete):**  ***On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?*** | | | |

APPENDIX 3

APPENDIX 4

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Safeguarding Policies** | **ResponsibleOfficer** | **Date ratified** | **Review**  **Period** | **Next Review** | **Notes – all ratified by GB** | Updated | Hardcopy | StP Shared drive | StJ Shared drive | Websites |
| Acceptable use of technology | EHT | 1st Oct. 2020 | 3 years | Aut. 2023 |  |  |  |  |  |  |
| Anti-bullying | DHT | 5th Dec 2019 | 3 years | Aut. 2022 |  |  |  |  |  |  |
| Behaviour statement & policy | EHoS | 4th Oct. 2018 | 3 years | Aut. 2021 |  |  |  |  |  |  |
| Changing for P.E. | 21st Oct. 2021 | 4th Oct. 2018 | 3 years | Aut. 2024 |  |  |  |  |  |  |
| Code of conduct | EHT | 7th July 2019 | 3 years | Aut. 2022 |  |  |  |  |  |  |
| Policy for the education of looked after children | EHoS | 3rd Oct 2019 | 3 years | Aut 2022 |  |  |  |  |  |  |
| Managing allegations against other pupils | EHoS | 1st Oct. 2020 | 3 years | Aut. 2023 |  |  |  |  |  |  |
| Online Safety | EHT | 5th Dec 2019 | 3 years | Aut. 2022 |  |  |  |  |  |  |
| Positive handling | SENDCo | 4th Oct. 2018 | 5 years | Aut. 2023 |  |  |  |  |  |  |
| Procedures for dealing w allegations of abuse | EHT | 4th Oct. 2018 | 3 years | Aut. 2021 |  |  |  |  |  |  |
| Recruitment and Selection | EHT | 10th Dec 2020 | 3 years | Aut. 2023 |  |  |  |  |  |  |
| Safeguarding & child protection | EHT | 21st Oct. 2021 | Annual | Aut. 2022 |  |  |  |  |  |  |
| Single central record | SBM | N/ A | Termly | N/A |  |  | X | X | X | X |
| Supporting children with medical conditions | EHoS | Mar. 2021 | 5 years | Spr. 2026 |  |  |  |  |  |  |
| Whistleblowing | EHT | 21st Oct. 2021 | 5 years | Aut. 2026 |  |  |  |  |  |  |

1. For more information on the Rapid Review process, Local Learning Reviews and Child Death Reviews, Working Together 2018 Chapters 4 and 5 should be consulted. Working Together 2018 paragraphs 25-27 provide more information on the expectation of school’s role within the safeguarding partnership arrangements. [↑](#footnote-ref-1)