



Child Protection and Safeguarding Policy

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This policy supports the **UNICEF Rights of the Child**: -

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

OUR VISION

Be The Best You Can Be

1. All of us are working together so that throughout your time at Olga you will “Be the Best You Can Be”.
2. You will be provided with the support and experiences you need so that you can feel you have achieved your very best.
3. You will learn new and exciting things and be inspired to continue learning throughout the rest of your life.
4. You will be supported so that you believe in yourself and develop your abilities to their potential.
5. You will be encouraged to help create a school where everyone works together in a spirit of co-operation, personal growth and friendship.
6. You will learn and work in a safe environment where everyone understands the importance of being healthy and happy, as well as the value of looking after ourselves and each other.
7. You will feel included, listened to and be encouraged to fully play your part in creating a school and local community where everyone feels a sense of ownership and pride.

POLICY STATEMENT AND PRINCIPLES

This policy is one of a series in the school's integrated safeguarding portfolio, and links with other school policies: -

- Staff Code of Conduct
- Behaviour
- Relationships
- E-Safety
- Whistleblowing
- Safer Recruitment

- Physical Intervention
- Intimate care and changing
- Complaints procedure
- Anti- bullying
- SEN
- Grievance and disciplinary
- Managing allegations against staff
- Remote learning

This policy is available on the school website and is included in the staff handbook, in the volunteers' handbook and in induction procedures.

Safeguarding is one of the most fundamental responsibilities of the school and of all the staff, volunteers and governors who work here. Children who are well safeguarded will be free to learn and develop now and in the future. They will be able to take advantage of the opportunities they are offered, and in turn contribute to the wellbeing of others around them.

The provisions and procedures of the child protection policy apply to all staff, volunteers and governors at the school. It has been written in accordance with **Keeping Children Safe in Education 2020** and **Tower Hamlets Safeguarding Children Partnership (THSCP) Supplementary Guidance**.

Safeguarding policies will be reviewed at least annually by Designated Safeguarding Leads and members of the Senior Leadership Team, and will be subject to approval by the Governing Body. They will be reviewed immediately if this is called for by an incident, changed circumstances, new legislation or new guidance.

CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions and decision making.
- All children have the right to have a life free from harm, regardless of age, sex, ability, disability, culture, race, language, religion or belief (or lack of belief), gender identity or sexual orientation: all have equal rights to protection.
- All staff, including supply staff, volunteers, and those not directly employed by the school, have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

- The Designated Safeguarding Lead (DSL) will seek to ensure that all pupils and staff involved in child protection issues receive appropriate support.

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.

SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- COVID-19: Safeguarding in Schools, Colleges and Other Providers
- What to do if you're worried a child is being abused 2015
- Revised Prevent duty guidance: for England and Wales 2019
- Female Genital Mutilation Act 2003 and the Multi-agency statutory guidance on female genital mutilation (FGM) 2020

THSCP (Tower Hamlets Safeguarding Children Partnership)

SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- London Child Protection Procedures revised 6th Edition (London Safeguarding Children Board, September 2020)

- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2020
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2020

TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children's Act 2004, as amended by the Children and Social Work Act 2017, has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three key safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

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

Keith Makin is the THSCP's Independent Scrutineer and will act as a critical friend to all partners and agencies. All staff have been made aware of

the new local arrangements, especially the Governing Body, the Senior Leadership Team, and the DSL. As a named relevant agency, the school is under a statutory duty to cooperate with the THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Lead forums and THSCP safeguarding training offer, and the school will participate in the borough's section 175/157 and section 11 Safeguarding Self-Evaluation process, submitting the completed self-evaluation when requested.

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 a voluntary capacity.

ROLES AND RESPONSIBILITIES

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

Key personnel and contact details

Designated Safeguarding Leads:

Naomi Micklem naomi@olga.towerhamlets.sch.uk

Lisa Bradley-Jones head@olga.towerhamlets.sch.uk

Alice Mentlak alice@olga.towerhamlets.sch.uk

Deputy Designated Safeguarding Leads:

Paul Cox paul@olga.towerhamlets.sch.uk

Rozma Shibly rozma@olga.towerhamlets.sch.uk

Designated child protection governor:

Laura Polazzi polazzilaura@gmail.com

Headteacher:

Lisa Bradley-Jones head@olga.towerhamlets.sch.uk 020 8981 7127

Chair of Governors:

Rebecca Harvey rebecca_harvey@hotmail.com 07982 253371

Local Authority Designated Officer (LADO):

Melanie Benzie LADO@towerhamlets.gov.uk 020 7364 0677 07903 238827

The role of the DSL includes:

- ensuring all staff read and understand the school's safeguarding policies and that procedures are followed by all staff
- advising and supporting staff as they carry out their safeguarding duty

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

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

In the unlikely event that no DSL or DDSL is on the school premises while there are pupils in the building, the DSLs can be contacted via their mobile phone numbers, which are shared with the senior member of staff present on the premises at the time and also held in the school office.

All DSLs also hold lead responsibility for Prevent and for FGM.

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

The Governing Body of Olga Primary School will foster a culture of the highest professional standards. All staff, supply staff, governors and volunteers have a duty to keep pupils safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils, and through behaviour by adults that demonstrates integrity, maturity and good judgement. They must contribute to a school ethos in which children's voices will be heard and children's non-verbal communication will be sensitively interpreted. The promotion of positive, respectful and safe behaviour on the part of both children and adults will be an important part of this. Staff, governors and volunteers must feel able to raise issues of concern, and must fully recognise the duty to do so without delay. Adults are expected to make responsible and informed judgements about their own behaviour in order to ensure the welfare of the pupils of the school.

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

CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM

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

- is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into antisocial 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 or subjected to FGM;
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues or domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; or
- is a privately fostered child.

CHILDREN IN NEED OF A SOCIAL WORKER

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

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

The school has an important role in supporting the mental well-being of children and in identifying behaviour that may suggest a child is experiencing mental health problems. All staff recognise that problems with social, emotional and/or mental health may be indicators that a child

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

Incidents or talk that may be indicative of social, emotional or mental health problems will be recorded on CPOMS. These will immediately and automatically be referred to the DSLs and also to the Special Educational Needs and Disability Coordinators, and may in addition be referred to the Learning Mentor. Teachers can refer children for individual or group support from the Learning Mentor, who is trained as an Emotional Literacy Support Assistant and works, in part, with a small caseload of individuals under formal supervision. The DSL, SENDCo and LM meet regularly to discuss provision for individual children with SEMH needs; the SENDCo has been trained in Mental Health First Aid. Some will be supported within their classes, particularly the younger ones. Some may have group provision, for bereavement support or for help with social relationships. Some will have individual support from the Learning Mentor. Some will be referred to CAMHS, particularly when work with the family is required. The LM is routinely in the playground during playtimes, and also supervises when the school gates are open; he is familiar to children and families as a person whom they may approach for support. A small number of children will be provided with individual play psychotherapy from a fully-qualified therapist. A small number of children may have dance or art therapy from a trainee therapist working under the close supervision of their training organization. Parents may be referred to Childline for useful resources.

Problematic behaviour is regarded as distressed rather than challenging, and responded to using the PACE model: playfulness, acceptance (of the child), curiosity (about what is going on for the child) and empathy. Children who may have harmed others, whether physically, emotionally, or otherwise, will be supported to remedy matters under the principles of restorative justice. Children experiencing severe distress, with associated dysregulated behaviour, may have the use of a separate room in which to work towards resumed emotional regulation.

LOOKED AFTER CHILDREN AND CARE LEAVERS

Staff have the skills, knowledge and understanding to safeguard Looked-After Children and Care Leavers. The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.

One of the DSLs is also the Designated Teacher, and works closely with the Virtual School teacher, social worker and family, and also when relevant with the Virtual School Headteacher. Looked-After Children have termly meetings to form and review a Personal Education Plan. Looked-After Children and Care Leavers are flagged up in regular pupil progress meetings. Where appropriate, families and foster carers will be encouraged to support children with individually-planned homework to help them achieve what they are capable of. Each child's pupil premium will be spent on the individual support which is felt by the professional team to be of most potential benefit to that child.

SEND CHILDREN

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

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

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

CHILDREN MISSING EDUCATION AND CHILDREN MISSING

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

Attendance is rigorously monitored in accordance with the Attendance Policy. Under normal circumstances, a daily alert is sent to SLT and DSLs showing all those pupils late or absent, together with any reasons offered. Children around whom there are existing safeguarding concerns are highlighted in red, and additional children around whom there are attendance or punctuality concerns are highlighted in purple. This alert is repeated after afternoon registration when needed.

Absences will be followed up as described in the Attendance Policy. In addition, details may be shared with social workers, the Attendance and Welfare Advisor, and sometimes other educational settings, depending on the circumstances. This will often be immediate.

If a child makes reference to plans for travel during term-time, this will be reported via CPOMS and followed up by the office. Arrangements for return from abroad will be checked and recorded, and travel documents requested and scrutinised.

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

Contact: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, Saadia.Anwer@towerhamlets.gov.uk 020 7364 3426. The school will co-ordinate with CME Officers from other boroughs where relevant.

WHISTLEBLOWING

Whistleblowing procedures are detailed in the Whistleblowing Policy. The interests and well-being of any child involved will always be paramount.

The NSPCC Whistleblowing Advice Line 0808 800 5000 is free and anonymous.

More information can be found at www.nspcc.org.uk

ALLEGATIONS AGAINST STAFF

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

An allegation is made against a member of staff, a supply member of staff, or a volunteer when that person 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.

In the case of an allegation against a member of staff, a supply member of staff, or a volunteer, the school Procedures on Managing Allegations against Staff will be followed.

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 Local Authority Designated Officer (LADO).

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie
Melanie.Benzie@towerhamlets.gov.uk or LADO@towerhamlets.gov.uk

020 7364 0677

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

STAFF TRAINING

All staff are provided with safeguarding training yearly, with an emphasis on the prioritisation of children's needs over adults', the school's reporting procedures, the need to report the most serious concerns immediately to the DSLs and DDSLs, the importance of sharing information even in cases of doubt, and any additions or changes since the previous year. When staff miss this training, it is provided as soon as possible on an individual or small-group basis.

Each year staff read the following documents and policies, and sign to confirm that they have done so:

Staff Code of Conduct / Staff Handbook

Child Protection and Safeguarding Policy

Safeguarding Children at Olga Primary School

Keeping Children Safe in Education Guidance: Sep 2020, which is made available in community languages

What to do if you are worried a child is being abused guidance: March 2015

Online Safety Policy

Information Security Policy

Acceptable Use Agreement

Whistle-blowing Policy

Changing and Intimate Care Policy

Behaviour Policy and Guidelines

Anti-Bullying Policy

Physical Intervention Policy

The key details of school safeguarding policy and procedures are highlighted in Safeguarding Children at Olga Primary School, an accessible document provided to agency staff and volunteers.

Depending on the nature of the content, safeguarding updates and bulletins may be shared at Friday morning meetings, at Professional Development Meetings for teachers and teaching assistants, during INSET days, or via email.

SAFER RECRUITMENT

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

The 2018 Childcare Disqualification Regulations and associated statutory guidance apply to all staff working in the nursery and reception classes and also to those staff working in the Early Birds and Night Owls provision. Staff working in these areas and the Senior Leadership Team who supervise them are asked to sign a declaration in relation to these regulations.

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

Trainee teachers are asked for evidence of ID and their DBS checks. Any other relevant checks are undertaken by the ITT organisation.

Volunteers are asked for evidence of ID and complete a DBS check if they do not already have one.

The school maintains a Single Central Record of recruitment checks undertaken, which is regularly reviewed for compliance by the headteacher and monitored by the safeguarding link governor.

VISITORS

Potential visitors will be vetted to ensure that they adhere to the school's vision and values, as stated in the first section of this policy, and that they promote community cohesion. It is the responsibility of the person booking the visitor to check that this is the case and to ensure that anything presented to the children will meet these standards. An outline of what will be discussed and any resources to be used will be requested in advance to enable appropriate scrutiny by the school, and these will be shared with the DSL. Visitors who do not provide this information in advance, or whose information does not, in the opinion of the school, promote the vision and values of the school, will be cancelled.

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Early Birds, Night Owls, after-school activities, school trips and residential visits are subject to full risk assessment, and our child protection and safeguarding policies and procedures apply at all times.

Early Birds and Night Owls are run by the school and therefore the same Safer Recruitment and safeguarding training procedures are followed. The Early Birds and Night Owls manager is one of the Deputy DSLs.

STAFF/PUPIL ONLINE RELATIONSHIPS

Staff will always keep professional and private communication separate. Staff will not run social network spaces for student use on a personal basis, or open up their own spaces to their students; they will use the schools' preferred systems for such communications.

In their private online activity, no reference will be made in staff members' social media to pupils, to parents or carers, or to the work of other staff. They will not engage in online discussion of personal matters relating to members of the school community.

School staff will not be online friends with any pupil, or with any ex-pupil under the age of 18. Any exceptions must be approved by the Headteacher.

Staff will observe the safeguarding provisions of the Staff Code of Conduct, the Online Safety Policy, the Remote Learning Policy and the Acceptable Use Agreement.

MOBILE USE AND CAMERA USE

Many pupils own or have access to hand held devices, and parents are encouraged and advised to consider measures to keep their children safe when using the internet and social media at home and in the community. Mobile phones and personal hand-held devices will not be kept in the child's possession while in school; if necessary they will be held safely in the school office. E-safety training is provided for children every term in assemblies and through the SWGfL e-safety curriculum.

To protect pupils, we will:

- seek their consent for photographs or videos to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- avoid using names with images or videos
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs or videos that are taken of them.

Mobile phones and personal electronic devices must not be used anywhere on school premises that is potentially within sight or hearing of pupils, including the reception area and the playground. On school trips, they may only be used within sight or hearing of pupils in case of emergency.

Personal cameras and recording devices may only be used with specific prior permission from the Headteacher.

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 or by 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, extremist exploitation and serious youth violence. They also include harms in the homes of other families, including their own wider families, where examples of harm might include exposure by older family members to radicalising, sexual or other harmful behaviour or online content, or FGM. All staff, especially the DSLs and DDSLs, will consider whether children are at risk of harms and exploitation in environments outside the family environment.

DEFINITIONS OF ABUSE

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

Sexual - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching, including 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. It also includes upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and sexting (youth-produced sexual imagery, or sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet). 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 and non-binary people can also commit acts of sexual abuse, as can other children.

Emotional - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved,

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

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

The school is aware of the borough's [LBTH Neglect Guidance](#) and understands its important role in identifying children who may be suffering from neglect.

SAFEGUARDING ISSUES

CHILD SEXUAL EXPLOITATION

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Some of the following can be indicators of CSE:

- children who have older boyfriends or girlfriends;
- 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.

Children will be sensitively taught about the risks of CSE via the relevant parts of the PHSE and RSE curricula, in an age-appropriate way.

Children who appear to be at particular risk of CSE will be identified for additional support through the school's safeguarding and SEMH provision, including referral to outside agencies where needed.

These children may not recognise that they are victims of CSE or at risk of becoming victims. They may not recognise that others' behaviour towards them is exploitative or coercive. Any support offered will need to take this into account.

CHILD CRIMINAL EXPLOITATION

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

CCE can include children being coerced into: working in cannabis factories; moving drugs or money across the country (County Lines); storing or selling drugs or weapons; shoplifting or pickpocketing; or threatening other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Children under 10 may be at particularly high risk of exploitation as they are under the criminal age of responsibility, which makes them attractive to exploiters. These children may not recognise that they are victims of CCE or at risk of becoming victims. They may not recognise that others' behaviour towards them is exploitative or coercive. Any support offered will need to take this into account.

Staff are aware of the risks of children being drawn into County Lines or similar local activity, and that this is a safeguarding issue. For example, if they see pupils unsupervised outside school in the company of older young people who are not family members, they will report this to the DSL, usually via CPOMS. Use of public transport alone or in the company of other young people who are not in their family may be a particular indicator of risk. All young people may be vulnerable to CCE, not those who might typically be assumed to be potentially at risk of abuse or neglect. The indicators under Serious Youth Violence below may also indicate the possibility of CCE.

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, 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.

ONLINE HARMS

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and refer on any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The school uses a number of LGfL-provided technologies to help protect users and systems in the school, including desktop anti-virus product Sophos, plus direct email filtering for viruses, Trojans, pornography, phishing and inappropriate language. LGfL WebScreen2 filtering monitors and protects school internet access to the World Wide Web. The school uses LGfL LondonMail with pupils, and staff lock this down where appropriate using LGfL SafeMail rules.

The Online Safety Policy and the Acceptable Use Agreement must also be observed by both staff and children.

Education about safety online is integrated into the curriculum, and related materials are regularly shared with families. Additional advice about online safety is offered to families in Olga Matters, and when possible in workshops at school.

Staff have a duty under Prevent to be vigilant about children's access to content aimed at radicalising users. This may appear innocent when first viewed, and may appear professionally produced. Any concerns must be reported in the same way as any other safeguarding issue.

Staff supporting children who are learning remotely must observe the safeguarding provisions of our Remote Learning Policy.

Keeping children safe online will require a continuous process of education of staff, children, parents and carers, as technologies and online content and communications are always developing. It will also require a continuing technical response. Regard will be paid to government and LGfL advice in these areas, and risk assessments will be made and reviewed as required.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

Witnessing such abuse can have serious, long lasting emotional and psychological impacts on children. These impacts can be as serious as if the abuse had been perpetrated on them directly. Any disclosure by a child that may indicate any domestic abuse must be reported to the DSLs.

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

Family members may be referred to the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day, on 0808 2000 247, and/or to the Refuge website (www.refuge.org.uk).

HONOUR-BASED ABUSE, FORCED MARRIAGE AND FEMALE GENITAL MUTILATION

Honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse, so must be reported to the DSL and escalated as such.

In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police themselves. This should normally be done in coordination with the DSL. Any other member of staff should report concerns of this sort directly to the DSL. The DSL must then consult the Child Protection Advice Line, refer onwards as advised, and work with other agencies as required.

In England and Wales, the practice of Forced Marriage (which is not the same as arranged marriage, which is consensual) is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Any concerns around this, perhaps relating to the older sibling or cousin of a pupil, should be reported to the DSL. The DSL must then consult the Child

Protection Advice Line, refer onwards as advised, and work with other agencies as required.

Children at risk of HBA, including those whose parent is fleeing it, may require stringent security arrangements to avoid any risk of harm to them from members of the wider family. This risk is not limited to any particular previous perpetrator.

Further details may be found in Annex A of **Keeping Children Safe in Education (2020)**.

RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. As with protecting children from other forms of harm and abuse, protecting children from this risk is a part of the school's safeguarding work.

- 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.

Currently there are many far-right and Islamist groups seeking to influence and recruit children. These attempts may be covert, sophisticated, and/or persistent. In addition, children may be at risk of exposure to other forms of extremism, such as animal rights extremism.

Islamism bears little resemblance to the religious principles normally observed in Islam, and should not be confused with it.

Under the Counter-Terrorism and Security Act 2015, as detailed in the **Revised Prevent duty guidance: for England and Wales** (2019), staff have a statutory duty to be alert to the possibility of extremist or radicalising influences on children, and to refer any concerns about this so that children can receive the necessary help. Concerns about risks to older siblings, cousins, et al, should also be referred. Children must be safe from terrorist and extremist material when accessing the internet at school.

Staff receive regular training both specifically on Prevent, and on Prevent as part of the wider safeguarding work of the school. The school promotes fundamental British values as part of SMSC (spiritual, moral, social and cultural education) by embedding these in the wider curriculum and activities of the school, such as elections to the School Council. Cultural and religious diversity is celebrated, and issues of religion, ethnicity and culture can be explored in almost any area of the curriculum. Respectful discussion of sensitive questions is encouraged.

The DSLs will complete and review LBTH Prevent Risk Assessments and Checklists as advised by Borough officers.

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

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

PEER ON PEER ABUSE

Children may be harmed by other children. All staff recognise that children can abuse their peers, and should follow the school's policy and procedures regarding peer on peer abuse. Some children may be more vulnerable to peer on peer abuse than others. It may be more likely for girls to be victims and boys perpetrators, and children with SEN and disabilities may be disproportionately impacted by bullying. Some peer-on-peer abuse may be motivated by actual or perceived differences between children, such as race, religion, gender identity or sexual orientation,

However, at the school all incidents of peer on peer abuse are treated very seriously and all forms are unacceptable. Abuse is abuse and will never be dismissed as 'banter', 'just having a laugh' or 'part of growing up'. Peer on peer abuse can take many forms and may be facilitated by technology, including:

- Bullying (including cyber-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
- sexting, including pressuring another person to send sexual imagery (including nude or partly nude images) or video content
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting (taking a picture under a person's clothing without their knowledge), which is a criminal offence
- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender or sexual identity.

The school's response to peer on peer abuse will be proportionate and tailored to the nature of the abuse and to the level of understanding of the perpetrator(s). When a report of peer on peer abuse has been given to the DSL, the incident or incidents will be fully investigated. The school's behaviour policy will be followed, together with the principles of restorative justice where possible. Staff will be sensitive to the victim's or victims' need for protection from further abuse by the perpetrator(s), and for the need for other forms of support (as in Paragraph 10 above) for them and for any other children affected. They will also remain aware that offending behaviour may be a sign of distress in a perpetrator, and work under the principles of PACE, where acceptance is of the child but not of the abusive behaviour. It will be remembered that perpetrators may in other respects be victims, and also in need of support for the abuse or neglect they are experiencing

themselves. However, in the most serious cases, exclusion of a perpetrator from the school will be a possible outcome.

Preventative factors include the school's culture of respectful relationships; regular work on and reference to consent and respect for the autonomy of others; the provision detailed in Paragraph 10 above (Children Requiring Mental Health Support); the culture of restorative justice; and the generally good behaviour of the pupils.

PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Examples of this include:

- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery)

If a report or instance of this type of abuse occurs, DSLs and SLT will follow Part 5 of Keeping Children Safe in Education 2020 together with the non-statutory guidance Sexual Violence and Sexual Harassment between Children in Schools and Colleges. The general approach will be as detailed in Paragraph 32 above.

SEXTING

Sexting is the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

The general approach of the school will be as in Paragraphs 32 and 33 above.

The short summary [Overview of Sexting Guidance produced by the UK Council for Internet Child Safety](#) includes the following advice for staff who find an incident of sexting (slightly edited):

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

The DSLs and SLT will then follow the official guidance **Searching, screening and confiscation at school** (2018) and also the UK Council for Internet Safety's **Sexting in Schools and Colleges: responding to incidents and safeguarding young people**.

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.

The school's Anti-Bullying Policy and Guidelines will be followed. Instances of bullying will be recorded on CPOMS, so that bullying can be seen and

analysed in the context of the wider safeguarding picture, both for the individuals concerned and for the class and school.

HOMELESSNESS

Homelessness, or being at risk of becoming homeless, present a real risk to a child's welfare. Emergency accommodation can be of extremely low quality, and may be temporary but more than an hour from the school. In exceptional circumstances the school will consider giving assistance with travel costs so as to reduce further disruption to children's lives, education and friendships. Some children arrive at the school aged only six or seven but having already had to attend a number of schools because of the temporary nature of the housing offered to them. This compounds disadvantage.

For those at risk of homelessness, help will be sought via Early Help as soon as possible. Indicators of this risk include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

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

Where a child has been harmed or is at risk of harm, a referral will be made via MASH as usual.

CHILDREN AND THE COURT SYSTEM

Extremely clear and accurate summaries of records may be required for court or in preparation for court. Their purpose must be clear so that the correct level of detail can be included. They must clearly distinguish between fact and opinion, and should assist in achieving the best possible outcome for the child or children concerned.

The guidance **Young witness booklet for 5 to 11 year olds** may be helpful for children who need to be witnesses.

The guide **Get help with child arrangements** may be helpful for parents and carers having to use the family court to make arrangements around contact, residence, etc.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Children with family members in prison 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.

Where it is known that a child has a family member in prison, this should be referred to the DSL and recorded on CPOMS. The current parent or carer will be offered support via Early Help, and the child will be considered for support as detailed in Paragraph 10 and/or as recommended by NICCO.

Where a child has been harmed or is at risk of harm, a referral will be made via MASH as usual.

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, a 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. If staff notice an example of private fostering, the local authority will be notified so that they can check that the arrangement is suitable and safe for the child.

YOUNG CARERS

Young carers are at high risk of educational and social disadvantage. Staff who suspect that a child may be a young carer should discuss this with a DSL.

It is estimated by the Children's Society that 1 in 5 children are young carers, and many are hidden and unidentified. The 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 will refer accordingly: Young.Carers@towerhamlets.gov.uk

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, though calls to 999 should be made from the office).
- Report your concern as soon as possible to the DSL, normally no later than the end of the day. Any direct disclosure of physical harm, or any suspected non-accidental injury, must be reported immediately, for example by telephoning the DSL or office from the classroom; anything the child has said must also be immediately recorded as accurately as possible. Likewise, any concern that leads you to feel that it might be unsafe for the child to return home that day must be reported immediately.
- If for some reason a report is not made on the same day as the concern arose, you should still make the report as soon as possible.
- 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. Discussion of the issue with the class teacher or TA, or the SENDCo, for the purposes of achieving a full and accurate report and securing the child's well-being, would qualify under need-to-know.
- Complete a record of concern on CPOMS. If for some reason this is not possible, use a paper record from the staffroom or DSL's room, email the DSLs using your school email account, telephone a DSL, or email an anonymised record from a private email

address. The important thing is to make sure the information arrives with the DSL as soon as possible, so consider how soon any paper record will be seen.

- Seek support for yourself if you are distressed.

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.

Staff are encouraged to share apparently minor safeguarding concerns, together with behavioural concerns and progress, so that a picture of the needs of the family can emerge.

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 or 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 or FGM;
- 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; or
- is a privately fostered child.

Early Help within the school can be very varied, for example: the provision of a school jumper; signposting towards free legal advice; parenting classes; ESoL classes; free food via the Felix Project; assistance with applying for help with getting furniture or appliances; letters to appeal for heating and hot water to be restored to a child with health problems; lending computing devices for remote working; etc. The aim is for parents to feel comfortable about sharing difficulties with staff, so that help can be provided before problems grow larger.

Where external help is needed, support and advice can be sought from the Tower Hamlets Early Help Hub. This may result in signposting to any of a large range of local organisations, or in the offer of a Family Support Worker for the family, or in the formation of a Team Around the Child/Family in which one of the professionals working with the family becomes Lead Professional. The professional, who may be the DSL, may make an Early Help Assessment and EHA Reviews as part of the TAC/TAF process.

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 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)

Tower Hamlets Child Protection Advice Line
020 7364 5601 or 5606

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. If a family has been

seen to be in need of Early Help, but has declined help or otherwise not engaged with it, the DSL may also then 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

HANDLING DISCLOSURES

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

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

- allow the child to speak freely
- remain calm
- allow silences
- try to give the impression of warmth, acceptance (of the child) and encouragement, largely non-verbally
- not ask leading questions
- where the child understands that something wrong has happened, assure the child that they were right to talk about it and that staff will do their best to help them, and tell the child what will happen next.

Afterwards they must inform the DSL as soon as possible, and write down the conversation as quickly and accurately as possible. They should seek support if they feel distressed.

If there is any doubt at all as to the safety of informing the parents of what the child has said, this and the disclosure will immediately be discussed with CPAL.

Social workers may advise the school not to allow the children to go home. In that situation, plans must immediately be made as to who will inform the parent of this, whether the child can go to Night Owls, who will care for the child if they are still at school after the closure of Night Owls, and whether Night Owls will be able to provide them with suitable food. Rooms in which parents can wait, perhaps separately, and social workers and police can meet children must be prepared.

If a child talks about minor family issues which do not meet the threshold for referral, and asks for the conversation to remain private, the appropriateness of this will be decided on a case-by-case basis in discussion with a DSL and/or a member of SLT.

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 a DSL, a 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.

Consent will always be gained from the parent or carer before referral to outside agencies, except when this might expose the child to additional risk of harm, when the parent or carer is unreachable, or when the parent or carer is too indisposed to be able to manage the process.

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.

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 if 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)

Tower Hamlets Child Protection Advice Line:
020 7364 5601/5606

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.

All concerns and positive behaviour reports recorded on CPOMS, whether or not the reporter flags them as safeguarding concerns, automatically go to the DSL, the Headteacher, the Deputy Headteachers and the SENDCo. Attendance concerns go additionally to the Attendance and Welfare Advisor. This means that this team holds an up-to-date overview of pupil welfare, and that reports are received and acted upon in a timely manner. Before referral to MASH, members of the team may discuss whether this is needed, what additional information may be required, what aspects of the family's needs should be highlighted, etc.

Only members of this team (which does not include the AWA) have access to the full database of CPOMS reports. The team can only access this using dual authentication of their identity. When information from CPOMS is shared outside the school, it will be sent securely, eg using Egress, password protection, direct CPOMS transfer, direct in-person transfer or secure postage arrangements. CPOMS holds data on two distinct UK sites, so future access is assured and so catastrophic failure at one of the sites will not result in loss of safeguarding information.

ESCALATION PROCEDURES

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. In accordance with the Tower Hamlets Threshold Guidance Appendix D the DSL will first make contact with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

Appendix 1: MASH Poster

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

Appendix 3: MASH Interagency Referral Form

Appendix 4: THSCP Managing Allegations Flowchart