



Professionalism - Inclusion - Pedagogy - Curriculum

Langdon Park School

SAFEGUARDING AND CHILD PROTECTION POLICY

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Introduction:

Keeping Children Safe in Education 2023 is statutory guidance and applies to all schools and colleges. Schools are defined as “all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units”. Colleges means “further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector” (KCSIE 2023)

The 2023 guidance includes changes in the following areas:

- Changes to the role of DSL outlining there is now an expectation for the DSL to liaise with mental health professionals where safeguarding concerns are linked to **mental health**. In addition, it outlines the importance in ensuring that children are heard and understood. Requesting that DSL's are given the opportunity to enhance the skills required to perform this element of their role.
- **Child on child abuse**, with particular emphasis on sexual abuse and harassment that students experience in school or colleges. The new guidance highlights the importance of responding to concerns like this seriously and appropriately. It also highlights the impact that technology has on sexual abuse and harassment which should be considered by all school and colleges.
- **Managing allegations against staff**. School and colleges have been asked to take particular note of low-level concerns that are evident in staff. There is a requirement for low-level concerns to be highlighted and recorded and trends of behaviour explored, within the code of conduct policy. Schools/colleges should take account of local safeguarding arrangements and WFSP in terms of making referrals about low level concerns
- **Information sharing** which highlights the importance of staff sharing all relevant information in order to prevent harm to a child. This is acknowledging that there may be concerns about a child or family that could be considered low-level, however, should still be shared in order to protect.

- **Mental Health;** outlining that if staff have concerns about the mental health of a child who already has a safeguarding concern that this should be highlighted to the DSL or DDSL as soon as possible.
- There is an update to **online safety**; KCSIE has outlined a need for school and colleges to review their online safety policy making it clear about the expectations around use on site. It also states that school and colleges should review their online safety policy at least annually.
- There has been explicit guidance given about **non- school activities** outlining the need for safeguarding policies and procedures to be maintained even when being used out of school time if it is being provided by the school or proprietor. Where services or activities are provided by an external body, it is the expectation of the school or proprietor to ensure that appropriate safeguarding policies and procedures are in place.
- Guidance has been provided on ensuring that the LA, school and parents engage in a meeting prior to **elective home education** taking place.
- Ensuring that safeguarding policies highlight and reflect the additional barriers for students with **special educational needs and disabilities, physical or mental health difficulties**.
- **External visitors; contractors.** When school and colleges use contractors, they should set out the safeguarding policy and procedures prior to work commencing. **Visiting professionals;** ensuring that there is a professional capacity check and ensuring that arrangements for external professionals are set out in the safeguarding policy.

Purpose, Aims and Ethos:

The purpose of Langdon Park School's safeguarding policy is to ensure every child who is a registered student at our school is safe and protected from harm. The explicit definition of safeguarding is "preventing impairment of children's mental and physical health or development".

This means we will always work to:

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

This policy will give clear direction to staff, supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school. The term 'child' refers to a young person under the age of 18.

The child's welfare is of paramount importance. Our school maintains an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. Staff are trained to respond accordingly and take appropriate action and to understand that concerns around physical and mental health can be indicators of abuse, neglect or exploitation. In addition, a member of the Inclusion Team is attached to each year group and is easily identified by wearing a yellow lanyard.

Everyone who encounters children and their families has a role to play in safeguarding children. All staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned.

All staff will go through training and induction and will learn how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose and who it will be disclosed to (DSL or Deputy DSL).

Throughout our curriculum/our RHSE programme and our tutorial programme we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe, including online safety.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies to safeguard children.

Core Safeguarding Principles:

- The welfare of the child is paramount and underpins all discussions, 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 at Langdon Park School.

Local Safeguarding Partners:

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 engages with the borough's Designated Safeguarding Lead Forums, co-operates with the Rapid Review process and any Local Learning Reviews,¹ participates in the THSCP multi-agency safeguarding training offer, and co-operates with the borough's Section 175/157 School Safeguarding Audit cycle.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2023 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

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.

For additional guidance on Managing Allegations and Child Protection procedures from Tower Hamlets Safeguarding Children's Board (THSCB) please go to:

<https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/THSCParrangements.PDF>

Legislation and Statutory Guidance:

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook. There is also regard for the supplementary guidance from the DFE with regard to the guidance on Covid-19. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

In addition the following safeguarding legislation and government guidance have informed the content of this policy

- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 (Updated December 2020)
- Keeping Children Safe in Education 2023
- 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 September 2023)

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

Key Definitions:

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

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 Paul Bargery 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.

Role	Name	Contact details
Designated Lead Professional (DSL)	Mary O'Brien	obrienm@langdonpark.org
Deputy Designated Lead Professional	Lify Begum	beguml@langdonpark.org
Headteacher (Safeguarding trained)	Nicholas Langham	langhamn@langdonpark.org
Alternative Safeguarding Trained Staff by the end of academic year 2023-2023	Afolabi Joseph (AHT) Ayesha Miah (AHT) Ken MacKenzie (ALT) Kathrin Meinicke (SBM) Spencer Prichard (AHT) Thomas Woudhuysen (AHT)	c/o Langdon Park School
SENDSCO	Memory Kampiyawo	kampiyawo@langdonpark.org
Named Safeguarding	Paul Bargery	c/o Langdon Park School

Governor		
Chair of Governors	Helen Whitty	c/o Langdon Park School

Staff:

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. All concerns must be recorded on the Safeguard software on the day that the concern is raised. The member of staff must see the DSL/the Deputy DSL or the Headteacher immediately if they feel that a child is in danger.

If in doubt about any safeguarding matter, staff should always speak to the DSL and record on the Safeguard software.

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.

All staff will be aware of:

- Our systems which support safeguarding: including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy DSL, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child criminal exploitation (CCE), child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The meaning of 'contextual safeguarding' and that children may be at risk of abuse in different environments eg. home/family, youth settings etc.

- The process for making referrals around Child on child Abuse and Sexual violence

Staff read the most up to date version of Keeping Children Safe in Education (KCSIE) Part 1 and Annex A, B and G at least once a year and will sign a statement to confirm this has been completed. All staff will read [Sexual Violence and Sexual Harassment between children in schools and colleges](#) and read the weekly safeguarding updates in the staff bulletin.

Staff will also follow the Code of Conduct to ensure their behaviour is always appropriate and any concerns are reported accordingly.

The Governing Body:

The Governing Body of Langdon Park School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our students, we also have a named governor who champions safeguarding within the school.

The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance
- The school contributes to inter-agency working in line with 'Working Together to Safeguard Children (2018)
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are alternate and appropriately trained members of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead. There will always be cover for this role
- All new staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct
- All staff undertake appropriate child protection training that is updated regularly
- Procedures are in place for dealing with allegations against members of staff, supply staff and volunteers in line with statutory guidance and include all low level concerns.
- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (September 2023)

- All governors will read 'Keeping Children Safe in Education' DfE (September 2023) and sign the confirmation document in line with staff members
- They consult with the DSL and head teacher on any weakness in regard to our safeguarding arrangements that are brought to their attention and ensure they are resolved
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate

The Headteacher:

At Langdon Park School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Lead Professional for safeguarding (DSL);
- Identifying an alternate member of staff to act as the Designated Lead Professional (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- Ensure staff undertake regular and appropriate safeguarding and child protection training

The Designated Safeguarding Lead (DSL)

The Designated Lead Professional (DSL) is a member of the leadership team. The DSL is Mary O'Brien and she will take lead responsibility for child protection and wider safeguarding issues and training. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded using the 'safeguard' software or by secure email and given to the DSL. If a further lockdown were to occur both recording on 'safeguard' and also email contact is expected to report any concerns.

The DSL or Deputy DSL (Lify Begum) at Langdon Park School will:

- represent our school at Child Protection Conferences, core group meetings, strategy meetings and Children In Need review meetings.
- Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services. (MASH)

- The DSL will also ensure that they 'gate keep' any referrals or requests for information that contribute to assessment of a child and/or their siblings.
- Refer suspected cases, as appropriate, to the relevant body and liaise with the three safeguarding partners and work alongside other agencies in line with Working Together to Safeguard Children. [NSPCC-When to call the police](#) should be used to support the DSL and Deputy DSL in understanding when they should consider calling the police and what to expect when they do
- Ensure staff strive for the best outcomes for all children by sharing information on those who have previously experienced or are experiencing issues around their welfare or safeguarding and may have an allocated social worker
- If the DSL or deputy are not available then the alternative trained staff (see page 8) should be consulted.
- Out of school hours the DSL can be contacted via email at: obrienm@langdonpark.org

The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely. The DSL and deputy will have full access rights to 'safeguard' information and ensure these secure online records are also kept up to date.

The DSL is responsible for ensuring that all staff members, supply/agency staff, G4S/caretaker staff and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, supply staff, volunteers and regular visitors have received appropriate child protection information during induction or visits.

Confidentiality

- Timely information sharing is essential to effective safeguarding
- 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, particularly those at risk or with an allocated social worker
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy)

➤ Reference can be made to the [Data protection toolkit for schools](#) for support

Equality Statement:

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN), disabilities, mental health need or certain health conditions and has specific additional needs
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, radicalization or exploitation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are currently subject to a Child protection or Child in Need plan with an allocated social worker
- Are looked after or previously looked after (CLA)
- 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 misusing drugs or alcohol themselves;
- Has returned home to their family from care; and/or 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.

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. All students are discussed bi-weekly in the School Highlighting Meeting and given a mentor to support them.

Training and Induction:

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy, a copy of KCSIE (2020) Part one and Annex A and G, along with the staff code of conduct and informed who our DSL and Deputy DSL are for safeguarding purposes.

The school's [safeguarding leaflet](#) is provided to all visitors at reception.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). This will also apply to mid to long term supply staff.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with advice from the 3 safeguarding partners and any internal training based on individual needs. Copies of the Safeguarding policy, Behaviour policy and Staff Code of Conduct are held in an e-file on the Langdon Park School shared Google Drive, named "Behaviour and Safeguarding", along with additional information to support staff.

The DSL, Deputy DSL and any other designated member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses at least once every two years. In addition to this, the DSL and Deputy DSL will attend any specific Designated Safeguarding Lead training provided by the 3 safeguarding partners.

All staff must complete the online 'safeguard' training at a minimum of once a year. The DSL will also provide regular safeguarding updates for staff both through the mediums of email, staff training days and weekly briefings. All staff must complete online Prevent Training once a year and must sign a disclosure form. In addition, external providers provide training on Safeguarding Statutory guidance, FGM, CSE, CME and online safety.

Procedures for managing concerns and disclosures:

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy- "**any concern is worth sharing**".

All staff must report on Safeguard any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of possible harm over time; this is particularly true in cases of emotional abuse and neglect or concerns over types of exploitation. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory only could lead to a failure to protect.

It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Managing a disclosure:

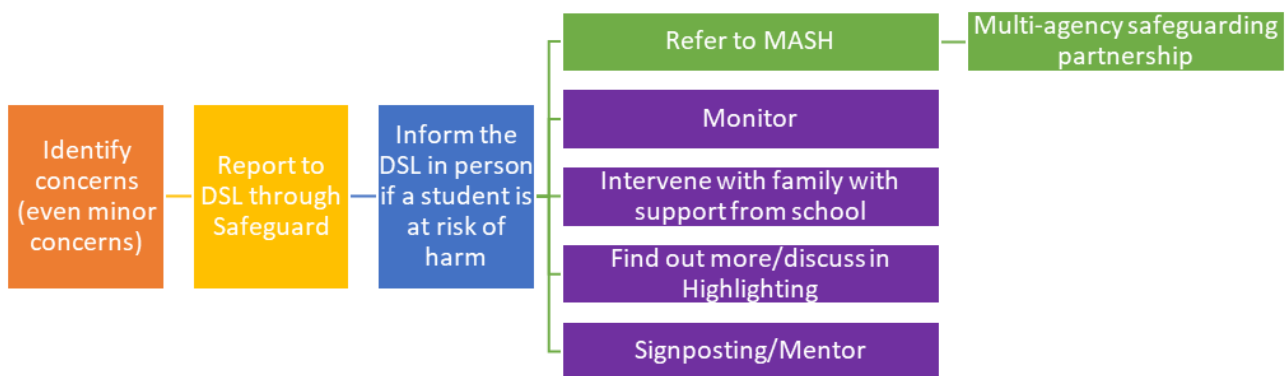
- Listen attentively to student. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset-be aware of your body language
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgment on it.
- Inform the DSL or next appropriate person as soon as possible.
- Record on Safeguard software

All concerns about a child or young person should be reported **without delay** and recorded in writing,

through 'Safeguard'. If there is perceived 'imminent danger' a member of staff or visitor must not leave the site without confirming that the DSL or appropriate alternative member of staff is aware of the concern. This can be done either in person or via telephone. "Imminent danger" refers to immediate risk or danger a child may be in and immediate action is required to safeguard them and/or others. Anybody can make a referral to CSC (Children's Social Care). If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services Multi Agency Support Hub (MASH) as required (0207 3643444). In the case of an emergency or sexual abuse case the DSL should also confirm with MASH if a direct referral to the police or CAIT (Child Abuse Investigation team) is required. In the event of an emergency the school should phone 999. All information and actions taken, including the reasons for any decisions made, will be fully documented.

Safeguarding procedures in Langdon Park School



Early Help Hub:

In the event of a MASH referral not meeting the threshold for CSC intervention the case may be referred to the Early Help hub. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Tower Hamlets Early Help Hub can be contacted on **0207 3645006**.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL, Deputy DSL and other designated staff and the Headteacher are all unavailable

- they are convinced that a direct report is the only way to ensure the student's safety

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

Reporting FGM (Female Genital Mutilation):

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in [this DFE leaflet](#) and further guidance is available in the [DFE resource pack](#).

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. DSL will provide wider training to raise staff awareness around FGM.

Reporting radicalisation/extremism:

In order for our school to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

If a student or member of staff has a concern about another student in this area it should be reported as any other safeguarding concern to the DSL or Deputy DSL. [Tower Hamlets guidance](#) is always followed.

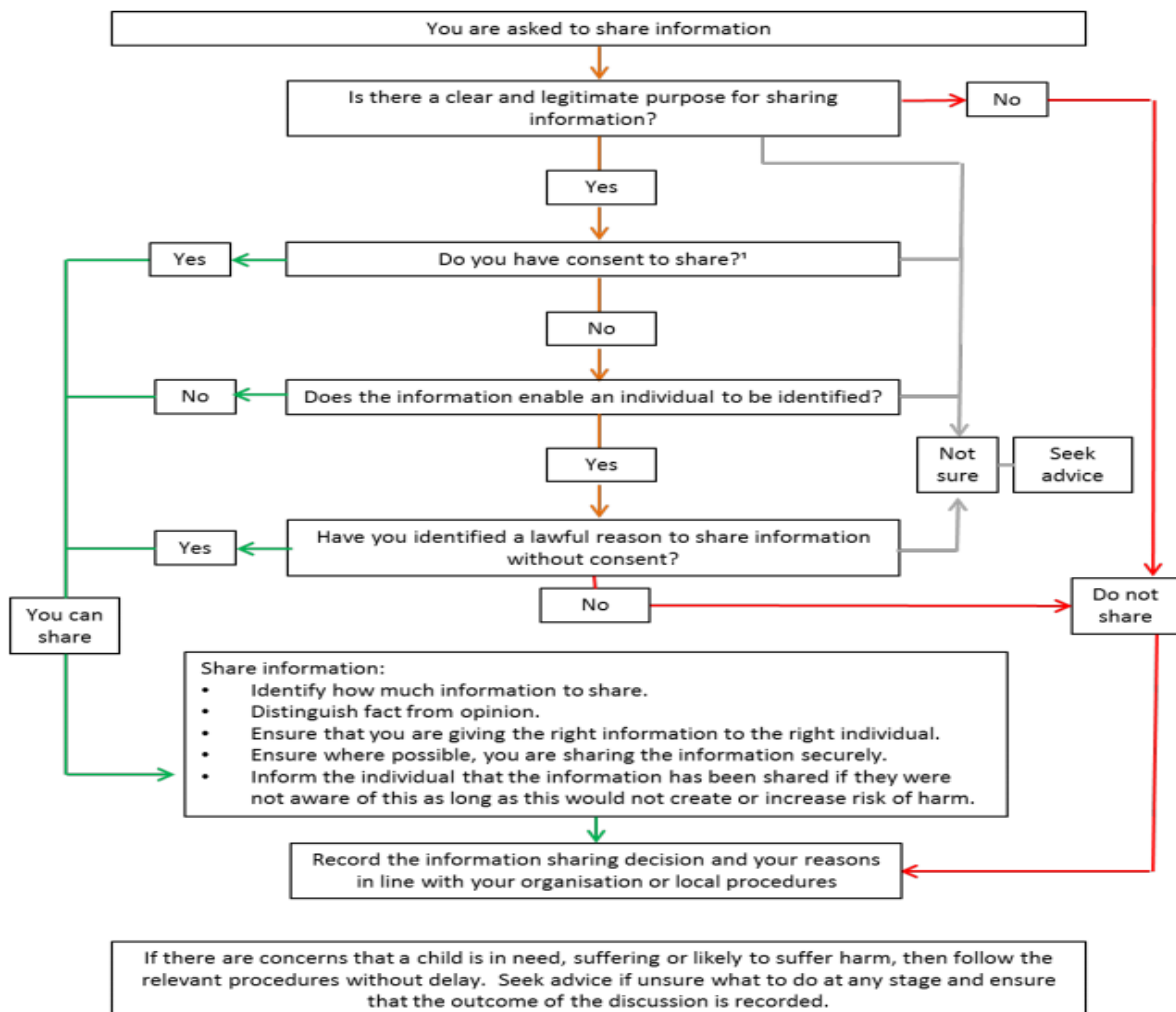
Records and information sharing:

If staff are concerned about the welfare or safety of any child at our school they will record their concern in writing through 'Safeguard'. Staff who do not have access to email such a mid-day supervisors complete a paper copy of the "Safeguard form". This form is located in the Business Managers Office and staff are aware. Staff should ensure that the record is signed and dated. Any concerns should be passed to the DSL without delay. If recorded on 'safeguard' software an email will be generated to the DSL and their deputy.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. They will also be uploaded to 'safeguard' which is secure. Files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of **'need to know in the child's interests'** and on the understanding that it remains strictly confidential.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner.

Flowchart of when and how to share information



Working with parents & carers:

Langdon Park School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new students join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child **unless** to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and up to date contact details of all adults with whom the child normally lives
- Full names and up to date contact details of all persons with parental responsibility (if different from above)
- At least two contact details (if different from above)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above)
- Legal documentation that confirms any molestation orders or injunctions against adults regarding contact with students

The School will retain this information on the student file and management system. The school will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the school has been supplied with the adult's full details in writing and relationship with the child.

Child Protection Conferences:

Children's Services will convene an Initial Child Protection Conference (ICPC) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A

review conference (RCPC) will take place once a child has been made the subject of a Child Protection (CP) plan or a Child in Need (CIN) plan in order to monitor the safety of the child and the required reduction in risk.

Pastoral staff members or the SENDCO may be asked occasionally to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children they have significant contact with. Usually the person representing the school at these meetings will be the DSL or their deputy. In any event, the person attending will need to have as much relevant up to date information about the child as possible, such as attendance data, academic progress, social interaction, and behaviour data, plus additional concerns; staff may be required to contribute to this process and should understand the importance of providing this information. There is an expectation of staff to use the meeting record proforma held on the school drive to take notes and pass onto the DSL for record keeping purposes.

Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection or Child in Need plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents, wherever possible. This includes when appropriate discussing a referral to MASH with parents.

Safer Recruitment:

We will ensure that members of the leadership team and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed and adopted in accordance with the requirements and guidance of '*Keeping Children Safe in Education*', DfE (2023).

At Langdon Park School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a comprehensive Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The School Business Manager is responsible for the Single Central Register with regular monitoring checks by the DSL and the Safeguarding Governor/Chair of Governors.

Safer Working Practice:

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

If staff, visitors, volunteers or parent helpers with DBS checks are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should be left open. Staff, visitors, volunteers or parent helpers without DBS checks will not be allowed to work with students unsupervised.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in **'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'**, DCSF, May 2019 and will take into account the addendum issued by the government during Covid-19 with regard to staff working from home. See addendum March 2023. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Managing allegations against staff, supply staff & volunteers:

Our aim is to provide a safe and supportive environment which secures the wellbeing and absolute best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. See **Appendix H**

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and our staff and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of ['Keeping Children Safe in Education'](#), DfE (2023) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).

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 2023 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2023.

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

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

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

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

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

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.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the

person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

Transferrable Risk:

From September 2020 the school also takes into account any known 'transferrable risk' which means a member of staff, supply staff or volunteer that has behaved in a way that demonstrates they may not be suitable to work with children, for example, a known allegation or conviction for domestic abuse.

LBTH-LADO-Procedure-May-18

Melanie Benzie 4th Floor Mulberry Place
5 Clove Crescent
London E14 2BG
0207 364 0677
Email: LADO@towerhamlets.gov.uk

Whistleblowing:

Whistleblowing takes place when a member of staff discloses information regarding a wrongdoing in the workplace that is in the public interest. This could involve an individual or group of individuals involved in breaking the law in the workplace or an individual attempting to cover up an unlawful act. In the first instance staff members should raise their concerns with the Headteacher, Deputy Headteacher, line manager or Trade Union Representative. There must be reasonable grounds for any suspicions, and as much detail as possible provided.

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

There may be a case where it is not appropriate for a member of staff to raise concerns with their Headteacher/Manager, for example where the staff member suspects their Headteacher/Manager may be involved. In those cases, staff members should report their concerns orally or in writing to the chair of the Governing Body. Alternatively, the NSPCC offer a confidential whistleblowing helpline: 0800 0280285.

The school will aim to keep the 'whistleblower' informed of the progress of the investigation and its likely timescale, unless the report is made anonymously.

Staff should feel confident in raising any concerns under the whistleblowing policy, as long as there is a reasonable belief they are acting in the public interest. However, in cases where allegations are found to be malicious, made in bad faith or for personal gain (for example made due to an employee holding a grudge

against another employee), the employee may be subject to disciplinary action under the school's Disciplinary Policy.

Extended school and off site arrangements:

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.

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

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 toolkit](#) and all staff should understand their important frontline role in identifying children who may be suffering from Neglect.

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.

KCSIE 2023 Part 2 requires schools to have a Child Protection Policy that refers to the systems in place to facilitate children voicing their concerns and reporting abuse. According to KCSIE these systems need to be accessible, understood by all children and promoted throughout the school. Students are aware that that they

can report any concerns to any member of staff and they will be listened to. A member of the Inclusion team is attached to each year group and is identified by their yellow lanyards and students are also aware that they can report any concerns privately in the Wellbeing Classroom and in addition in The Box at the reception. Safeguarding procedures and posters are displayed around the school and in the student planner.

Specific Safeguarding Issues:

KCSIE 2023 Part One provides advice and guidance on specific safeguarding issue (See Appendix A)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on websites such as the TES, NSPCC and The Key. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website

- Upskirting- 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
- Serious Violence- themes such as county lines, knife crime and exploitation
All staff are expected to be aware of CME procedures
- Children missing from education (CME)- children of compulsory school age who are not registered pupils at a school and are not receiving suitable education elsewhere or have been missing from education for ten consecutive days will be reported the local authority as missing
- Child sexual exploitation (CSE)- a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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
- Child Criminal Exploitation- occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual
- Child on child abuse - children abusing children, including bullying and cyber bullying
- Sexual violence and harassment-can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children

- Online Safety, including Youth sexual imagery (sexting)- Images or videos generated by children under the age of 18 that are of a sexual nature
- Female genital mutilation (FGM)- when a female's genitals are deliberately altered or removed for non-medical reasons
- Preventing radicalisation (PREVENT)- safeguarding and supporting those vulnerable to radicalisation
- Child missing from home or care- children who have been reported missing from their family home or care placement
- Domestic Abuse- Domestic abuse is categorised by any incident or pattern of incidents of controlling, coercive or 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
- Drugs- substances including cocaine, cannabis and amphetamines that alter a person's body or mind
- Fabricated or induced illness- behaviours by a parent or carer that may result in harm to a child or young person which may include deliberately inducing symptoms or signs including past medical history, interfering with treatments, exaggerating or falsifying symptoms, falsifying results of investigations, observations, medical letters and documents
- Faith abuse- harm caused to a person because of their religious belief
- Homelessness- risk of losing or loss of accommodation is a great risk to the welfare of a child or children
- Honour based abuse- an incident or crime involving violence, threats of violence, intimidation coercion or abuse (including psychological, physical, sexual, financial or emotional abuse) which has or may have been committed to protect or defend the honour of an individual, family and/ or community for alleged or perceived breaches of the family and/ or community's code of behaviour
- Forced marriage- where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so
- Gangs and youth violence- a group of people who spend time in public places that see themselves (and are seen by others) as a noticeable group, and engage in a range of criminal activity and violence.
- Gender-based violence/ violence against women and girls (VAWG)- any act of violence that results in, or is likely to result in, physical, sexual, mental or economic harm to women

- Mental health- a person's condition with regard to their psychological and emotional well-being
- Private fostering- when a child under the age of 16 (or 18 if disabled) is looked after for 28 days or more by someone who is not their parent or a relative, and the arrangement was made privately.
- Human trafficking- illegally transporting people from one country or area to another, typically for the purposes of forced labour or sexual exploitation.

Additional information on specific safeguarding issues:

Mental Health

When children experience adverse childhood experiences, often known as ACE's, this can have a very detrimental impact on their outcomes.

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. All mental health concerns must be recorded by staff on Safeguard and the appropriate referrals will be made by the Highlighting Panel and led by the DSL and deputy DSL. The DSL Mary O'Brien is also the Mental Health Lead in the school.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans. Our school website and Wellbeing classroom promote activities to support wellbeing. As a school we work closely with CAMHS, Education Wellbeing Service and Health Spot in Spotlight.

Looked After Children and Previous Looked after Children:

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.

The Designated Teacher is Jo Olaye and she works with the Virtual School Headteacher; to safeguard and promote the educational outcomes of Looked After Children and Care Leavers

SEND Children:

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

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

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

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

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff are made aware through training, the SEND toolkit, the SEND Google Drive 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.

Children Missing from Education (CME)

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. See Attendance Flow Chart on appendix D

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

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

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the

register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify (Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006) children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must 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, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

<https://www.gov.uk/government/publications/children-missing-education>

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.

Domestic Abuse:

The Domestic Abuse Act 2023 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 child on child 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.

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. [Cross-reference to the HM Government Multi-Agency Statutory Guidance on FGM, Updated 30th July 2020]

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

that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

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. (Cross-reference to the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines]

Further information on Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16- of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in [this DFE leaflet](#) and further guidance is available in the [DFE resource pack](#).

Breast Ironing:

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

The practice of breast ironing is seen as a protection to girls by making them seem 'childlike' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Forced Marriage:

A Forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime.

Our staff understand that all safeguarding concerns must be raised with the DSL through safeguard.

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.

The school has appointed two RSHE Co-ordinators and through Drop Down days, tutorials, assemblies and RSHE/ Citizenship curriculum, communication of CSE risks are delivered to all students.

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

Child Criminal Exploitation including county lines:

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or

(b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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

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

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

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

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

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are

exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

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

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

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

○

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

[DFE Guidance on County Lines](#)

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.

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 child on child 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 reports concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

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

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk). 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.

The school's filtering and monitoring system which is monitored through LGFL ensures that students can only access appropriate internet on the school site. This is in fulfilment of the school's Prevent Duty requirements;

All staff and students have been issued guidance on the school procedures relating to on online safety and remote teaching – see appendix E. Consideration will also be given to the DfE's guidance document on remote learning should remote learning be required again: [safeguarding-and-remote-education](#)

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.

Online safety is an integral part of our pastoral curriculum including tutorials, assemblies, The Wellbeing Classroom, day to day lessons. An external provider delivers assemblies and training to staff and students. Further details can be found on the Online Safety Policy.

Mobile phones are not allowed to be use on the school site and if phones are seen or heard they are confiscated and put in the school safe for parent collection.

As a school we are regularly completing a risk assessment and reviewing of Online Safety. There is also information for parents on the school website around online safety and we have delivered workshops on Online Safety to parents.

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.

Preventing Radicalisation and Extremism:

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

- 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 different method (such as social media or the internet) and settings (such as within the home). (Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. (Paragraphs 57-76 pertain to schools)

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

As a school we complete and review a Prevent Risk Assessment and Prevent Checklists as part of our Prevent Duty

We recognise the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All staff and Governors undertake yearly online DFE Prevent awareness training and bi-annual LBTH training. Our RSHE and pastoral curriculum enable pupils to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education)

The school ensures that children are safe from terrorist and extremist material when accessing the internet in schools and that suitable filtering is in place. We understand that it is also important that schools teach pupils about online safety more generally. This is a regular part of our pastoral curriculum.

The Department for Education has also published revised advice for schools on the Prevent duty (2019). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

In the event of a concern to be referred the school will refer via MASH and seek the advice and support of the local authority's Prevent Education officer. The details of the designated Prevent Education officer are:

Eleanor Knight
Eleanor.Knight@towerhamlets.gov.uk

Child on child Abuse and Sexual violence:

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

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

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

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person's clothing without their knowledge and/or permission with the 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 child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

To minimise child on child abuse in school it is vital that all staff identify peer abuse early to prevent it from escalating. Staff are regularly provided with regular updated and appropriate safeguarding training that enables them to understand their role in preventing and identifying child on child abuse. All staff are aware that they must report any forms of child on child abuse on Safeguard to the DSL. See

Appendix H

Bullying (including cyberbullying)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child on child Abuse Policy. Further information can be found in the Anti-Bullying policy.

Child on child sexual violence and sexual harassment:

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex 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 child on child 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

Upskirting:

‘Upskirting’ 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. This could be a form of sexual abuse and it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Any concern or disclosure should be treated with the utmost discretion and not discussed with other staff. It should be reported to the DSL immediately who will ensure further referrals are made to appropriate agencies such as MASH, Police etc.

[GOVT advice on upskirting](#)

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Langdon Park School recognises that children can abuse their peers. It will not be passed off as ‘banter’ or ‘part of growing up’. The forms of child on child abuse are outlined below:

Langdon Park School aims to reduce the likelihood of child on child abuse through;

- embedding a culture of fellowship whereby all members of the school community behave in a kind and compassionate way
- the established code of conduct
- high expectations of behaviour
- an effective Inclusion Charter
- clear consequences for unacceptable behaviour
- developing a curriculum which supports pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe, along with pastoral support
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and targeted support for pupils identified as being a potential risk to other pupils and those identified as being at risk
- A member of the inclusion team is attached to each year group
- Students can report concerns through the Wellbeing classroom and The Box located at reception.
- Student voice and a Changing of Cultures staff and student group
- For all members of the school community to articulate the importance of consent
- To proactively and consistently respond to reports of sexual violence and harassment in line with the school behaviour policy and government legislation
- To provide appropriate support to any student affected by peer-on-peer sexual violence or harassment

Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. Therefore, Langdon Park School aims to educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of child on child abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding child on child abuse has been disclosed to the DSL, advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguarding measures, including a risk assessment will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Risk Assessment:

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of

sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support
- the alleged perpetrator; and all the other children, especially any actions that are appropriate to protect them (and, if appropriate, adult students and staff) at the school
- The DSL will record the risk assessment and update when necessary. They will also liaise with social care or the police if required with any updates

School Response:

There are four options available to the DSL:

- Managing the allegation internally;
- Referral to Early Help
- Referral to Social Care
- Report to the Police

A new helpline to support potential victims of sexual harassment and abuse in education settings has been established.

The dedicated number, run by the NSPCC, provides both children and adults who are victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals too.

The dedicated NSPCC helpline number is 0800 136 663

<https://www.nspcc.org.uk/>

When reports of child on child abuse, child on child abuse and sexual violence and harassment are brought to the attention of the DSL we assure that all procedures are in accordance with Keeping Children Safe in Education 2023 part 5. The school deals with all alleged cases fairly and systematically. The school procedure seen in appendix F is followed. It covers the immediate response, risk assessments, the ongoing response and support for victim and perpetrator – see Appendix F

Serious Violence:

The impact of serious youth violence has on individuals and the community is significant. Serious violence is now a recognised specific safeguarding issue in KCSIE 2019. All staff in schools and colleges should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Any known cases or concerns should be reported to the DSL who will if necessary, take further appropriate action to support both victims and perpetrators.

Appropriate action will be taken to prevent and address any subsequent issues, including the use of outside agencies to educate and support students in making the right choices.

[DFE Serious Violence Strategy](#)

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.

In accordance with [UKCIS's non-statutory guidance, Sharing Nudes and Semi-Nudes Advice for Education Settings working with Children and Young People 2020](#)] staff are aware that if an incident comes to their attention they must

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately in person on the day and also record on the Safeguard software. Staff are aware of the following guidance:

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

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult
- There is good 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 education needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- The imagery involves sexual acts
- The imagery involves anyone aged 12 or under

- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver
- there is any coercion or encouragement beyond the sender/receiver
- the imagery was shared and received with the knowledge of the child in the imagery
- the child is more vulnerable than usual i.e. at risk
- there is a significant impact on the children involved
- the child involved understands consent
- the situation is isolated or if the image been more widely distributed
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
- the children have been involved in incidents relating to youth produced imagery before

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This will be recorded on 'safeguard'.

Homelessness:

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns 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 anti-social 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, this does not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm

Children and the Court System

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. An [appropriate guides](#) to support children 12-17 year olds is made available to students. The guide 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.

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. The school will work closely with a child's family to support them if they have a relative in prison. For more guidance see the link below:

<https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/nicco-national-information-centre-children-offenders>

https://www.londoncpc.co.uk/chapters/ch_visit_prison.html

Private fostering:

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The school will seek to investigate any private fostering arrangements and report to the LA any concerns. If imminent danger is suspected we will refer directly to MASH and the police. [Tower hamlets](#) procedures are always followed by the school.

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

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.

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.

Taking safeguarding action:

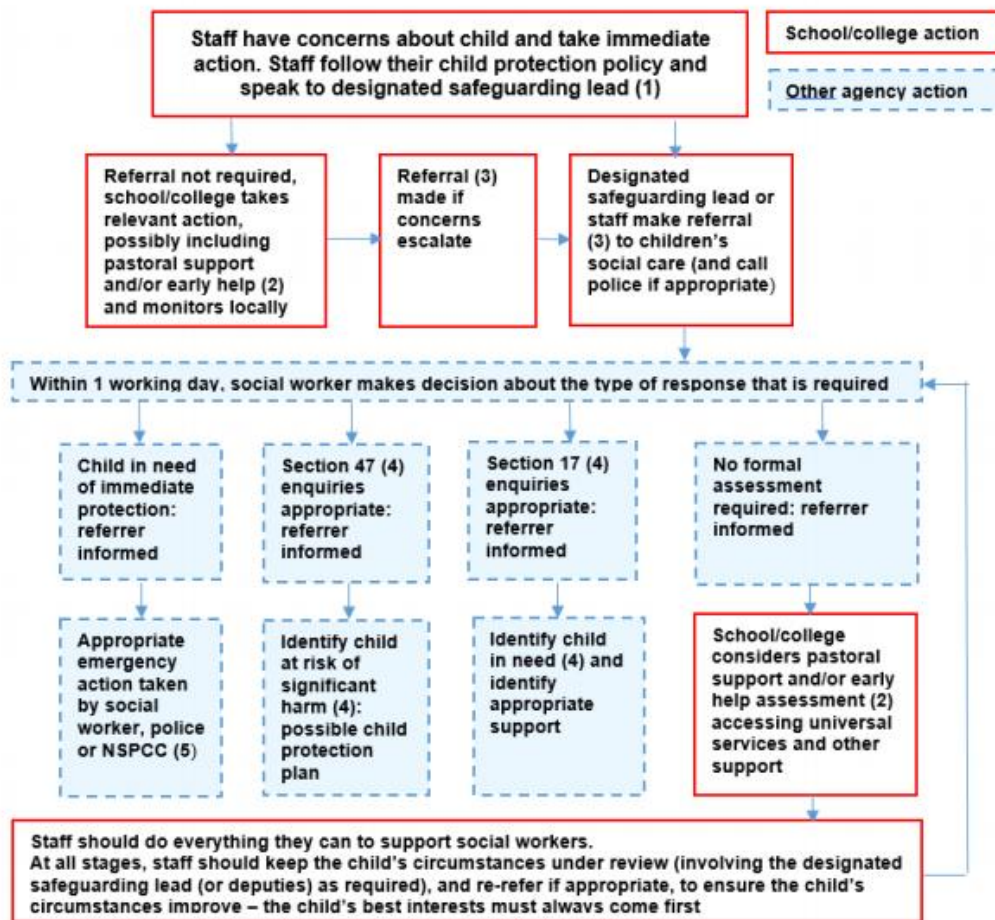
Once concerns are identified and shared with DSLs, DSLs and involved staff will decide together how best to proceed to support the child and to mitigate the risk. DSLs can consult with MASH at any point.

Options for action are:

Pastoral Care	Keeping Children Safe in Education 2023 acknowledges the casework that schools undertake on a pastoral level. This includes managing any support for the child internally via the school's own pastoral support processes. If pastoral staff are engaged, they must work alongside safeguarding staff, and DSLs would take the lead on decisions about progressing a case.
Early Help (MASH)	Schools can refer children and families for early help assessment and support, with the informed consent of parents.
Referral to statutory services (MASH)	<p>A referral must be made to MASH/children's social care (and if appropriate the police) immediately if the child is:</p> <ul style="list-style-type: none"> ● A child in need; defined under the Children Act 1989 as 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; or a child who is disabled ● Suffering, or likely suffering, harm.
Allegation of harm to a child by a practitioner	If the alleged harm to a child is caused by a practitioner or a volunteer, the headteacher should be notified immediately and LADO should be consulted.

Following a number of cases nationally where senior leaders in schools failed to act upon concerns raised by staff, [Keeping Children Safe in Education](#) 2023 emphasises that any member of staff must contact and/or make a referral to Children's Social Care if they are concerned about a child, if their DSL does not share their views.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

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 on Safeguard, 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
- 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.

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed on page 13 of this policy.

Early help can take many forms and the agreed strategy is agreed in weekly Highlighting meetings , such as:

- home visiting programmes
- school-based programmes
- mentoring schemes – internal and external
- Counselling/Therapy sessions
- SWISS team intervention
- Early help social worker intervention
- EHA reviews
- Team around the child meetings

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

MASH:

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

Child Protection Advice Line

020 7364 3444

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

Handling of 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.

The school will notify parents if the child is not put at any additional risk or harm

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

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

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

The school will gain consent from parents when the child is not at risk of further harm.

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 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 required.

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

See appendix C1 for school procedures and flow chart

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.

Policy Consultation & Review

This policy is available on our school website and is available on request from the school reception. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance September 2023.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in October 2019. It is due for review by September 2020.

Signature	Headteacher	Date	
Signature	Chair of	Governors	Date

Appendix A

CAN I TELL YOU SOMETHING?

- The student has chosen you as someone they can trust
- Listen carefully and sympathetically
- Accept what they say without judgement
- Do not ask leading questions or attempt to investigate the concern
- Explain you cannot keep this information confidential and, as in all schools, must tell someone who can help
- Let the student know **who you will tell**
- Make a written record (not an interpretation) of the concern and pass it to this person. Use the child's own words.

MAKING A REFERRAL AT LANGDON PARK

- **Prevent, FGM and Child Sexual Abuse** concerns should be referred to the Designated Safeguarding Lead (Mary O'Brien) or Deputy (Lify Begum) or to another member of the leadership team.
- If a student **discloses physical abuse** (for example being hit by an adult, sibling or family member) you must immediately see the DSL (Mary O'Brien). If you are teaching you must call the Rapid Response or a colleague to cover your lesson. Do not take pictures of an injury. Record on bodymap of 'safeguard'.

Following a disclosure the student must remain in school (usually with the Inclusion Team) until seen by Social Care and/or CAIT (Police Child Abuse Investigation Team)

- All concerns must be recorded on Safeguard on the same day

WHO DO I TELL?

Is the risk significant and /or immediate?

- YES Mary O'Brien or Lify Begum or Leadership Team
- NO HOY or member of teaching staff on School Highlighting Panel
- NOT SURE Mary O'Brien, Lify Begum or Leadership Team

SCHOOL HIGHLIGHTING PANEL

The school KS4/KS5 Highlighting Panel and the KS3 Highlighting Panel meet bi-weekly.

Designated Safeguarding Lead
Deputy Designated Safeguarding Lead
Pastoral Line managers Gary Bulleyment
James Pearce
Jo Olaye
Gulden Rifat
Evelyn Morrison
Ayesha Miah
Attendance Officer
School Based Social Workers
School based Police Officer
SENDCO

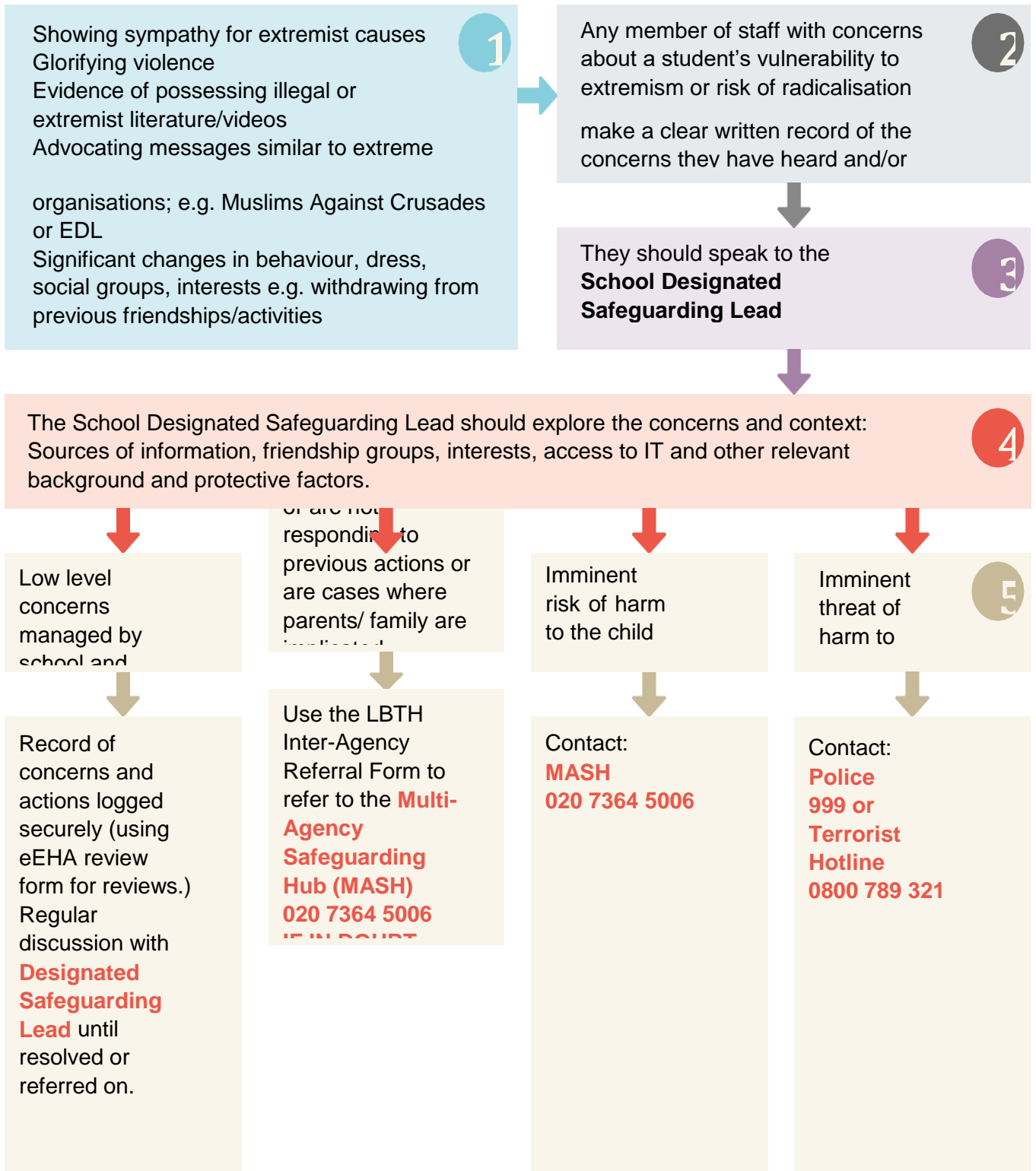
Mary O'Brien DHT Inclusion
Lify Begum

Samuel Salim
Helen Davies
PC Nazia Rahman
Memory Kampiyawo

Appendix B-Signs of Abuse

Physical	Emotional
<ul style="list-style-type: none"> • unexplained injuries or burns, particularly if recurrent • bruises of various colours • untreated injuries • refusal/ reluctance to discuss injuries • arms/legs kept covered in hot weather • fear of parents being notified about poor behaviour • flinching when touched 	<ul style="list-style-type: none"> • extremes of emotion • self-harm or risky behaviour • fear of new situations • drug/solvent abuse • desperate attention seeking behaviour • depression/ withdrawal • sudden speech disorder • self-deprecation
Sexual	Neglect: A persistent failure to meet a child's needs
<ul style="list-style-type: none"> • sexualised behaviour inappropriate to age • unexplained gifts of money • lack of interest in previously enjoyed activities • recurrent urinary infection • abdominal pain • discomfort when sitting or walking • fear of changing for sport 	<ul style="list-style-type: none"> • poor personal hygiene and / or state of clothing • constantly hungry/underweight/ tired • frequent lateness/poor attendance • low self-esteem • untreated medical problems • running away • poor social relationships • neurotic behaviour • compulsive stealing or scavenging

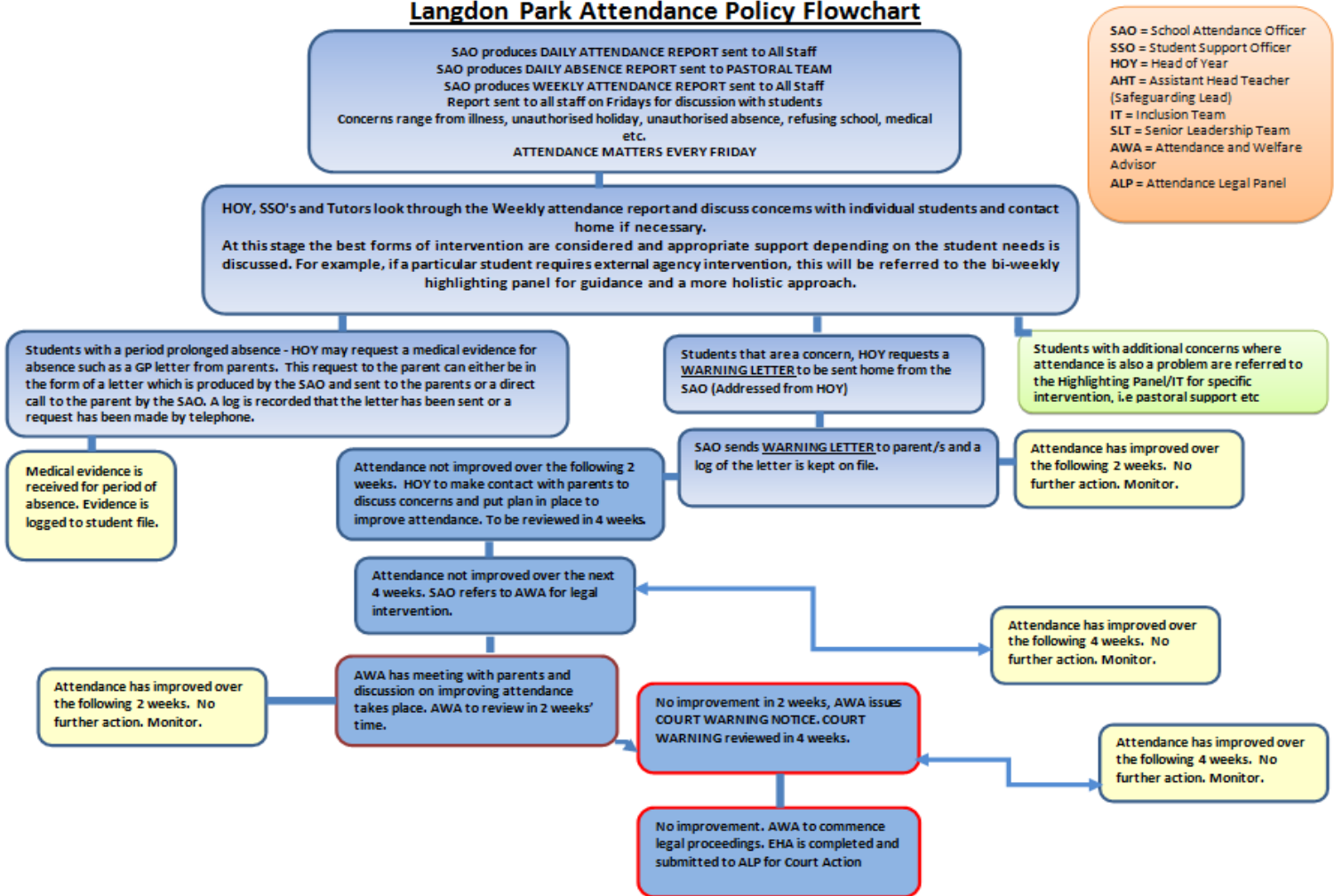
Referral route for safeguarding concerns related to Radicalisation or Extremism



Although involving the family is best practice, you may complete an assessment and share information (using the Inter-Agency Referral Form) with the MASH without consent and, if necessary, without the family’s participation under the Crime and Disorder legislation which allows for information sharing to prevent crime. **If in doubt SHARE and REFER to MASH.** The MASH will advise on next steps and provide interventions. PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.

Appendix D: attendance Flow Chart

Langdon Park Attendance Policy Flowchart



Appendix E: Live streaming Protocol

January 2020

Langdon Park School Vision:

Every student will graduate with the best qualifications, purpose, self-confidence, self-belief and a readiness to play a positive role within their local and the global community

Protocol For Live Streaming Lessons

- Only ever use your school registered account, never personal ones
- Only ever use GoogleMeet to deliver live lessons to students
- All live lessons must be recorded for safeguarding purposes
- Staff must arrive before the start time and be the last to leave the session. 10 minutes before is usually enough to make sure everything is set up and connected
- Staff must take into account the possibility of students re-starting a meeting after the teacher has left. Please remain in the lesson until all students have left before ending the meet. (As a teacher you can remove participants yourself if need be)
- It is acceptable to have a short period at the start of the lesson, perhaps 5 minutes, where students have cameras on to allow social connections, but these should then be turned off when the lesson begins.
- As the live lesson is recorded the teacher needs to make it clear to the students and remind them that they must turn off their video before recording starts. Cameras can be used to if students agree and the learning is enhanced eg Practical work/Discussion work
- No 1:1s, groups only
- If the live lesson is recorded the teacher needs to make it clear to the students and remind them that they must turn off their video before recording starts.
- Share the recording on the Google Classroom for students who missed the session.
- The computer screen should only consist of the teaching materials staff wish to share (other applications should be turned off)
- Staff and students must wear suitable clothing
- Language must be professional and appropriate
- Staff must ensure they do not allow entry to anyone not known to the class (note that anyone joining has to have already logged in with a school google account)
- Any devices used should be in appropriate areas, for example, where possible not in bedrooms; and should take account of their surroundings.
- All participants must follow the Video Conferencing Etiquette
- Any safeguarding concerns should be raised in the usual manner – reported on Safeguard and emailed to Claire Mary O’Brien and Lify Begum.

Video Conferencing Etiquette For Staff And Students

Be On Time: Be on time and prepared with your device charged. Close all materials and tabs of other classes. Make sure all technology works 5-10 minutes before the meeting.

Mute Yourself: Mute yourself right away to eliminate background noise.

Presentation: Consider your surroundings and attire. Find a good spot in the house with few distractions and make sure you’re wearing something appropriate for school.

Headphones: Use headphones (with microphone) where possible.

Chat Responsibly: Use the chat function responsibly. Only type when needed so the teacher can respond to questions promptly.

Signals: Use hand signals: thumbs up = yes / thumbs down = no; hand by ear = can’t hear; raise hand = have a comment

Appendix F: Mash Number



Multi-Agency Safeguarding Hub (MASH) 020 7364 3444 / 5601 / 5606

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 Tower Hamlets Children and Culture Directorate's Multi-Agency Safeguarding Hub (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 Partnership (THSCP) 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 Inter-Agency Referral Form should be completed in the first instance. The MASH should then be contacted on 0207 364 3444 / 5601 / 5606 to discuss the matter and the completed Inter-Agency Referral Form then emailed/faxed through.

The 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 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

Multi-Agency Safeguarding Hub (MASH)
email

Note – information should only be emailed following prior discussion with the Duty Officer.

MASH@towerhamlets.gov.uk

Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)

020 7364 5006 – choose Option 3

Child Abuse Investigation Team (CAIT)	020- 8217 6484 (or use 999 if not available)
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Appendix G: MASH Interagency referral form

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.

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

SECTION B: CHILD/YOUNG PERSON'S PRINCIPAL CARERS				
FULLNAME	DOB If known	Relationship to child	Ethnicity code	Parental responsibility

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

SECTION C: OTHER HOUSEHOLD MEMBERS				
FULL NAME	DOB If known	Relationship to child/ young person	Ethnicity code	Tick if also referred

SECTION 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.		

SECTION 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?		

SECTION 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			Community Paediatrician		
School Nurse			Midwife		
Hospital Consultant			Other		

SECTION 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?

AND SOCIAL WORKER TAKING REFERRAL

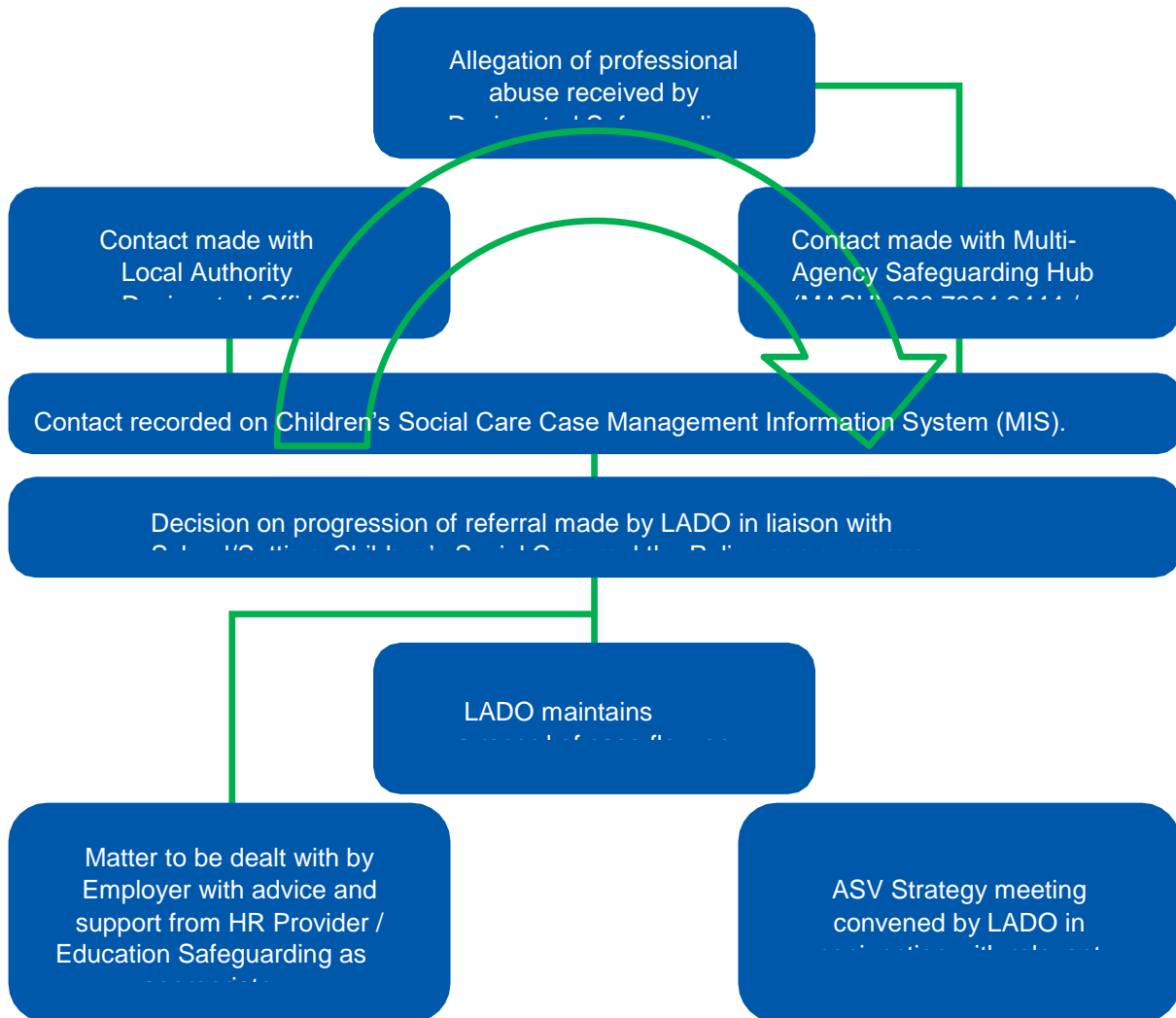
Name of worker completing this referral (please print)			
Agency			
Address			
Ward/Consultant			
Telephone number			
Signature		Date	

Name of social worker taking referral			
Team		Date	
Social work context scale (for social worker to complete): <i>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?</i>			

Appendix H- Managing allegations



OVERVIEW OF PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS WORKING WITH CHILDREN IN SCHOOLS AND EDUCATION SETTINGS



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

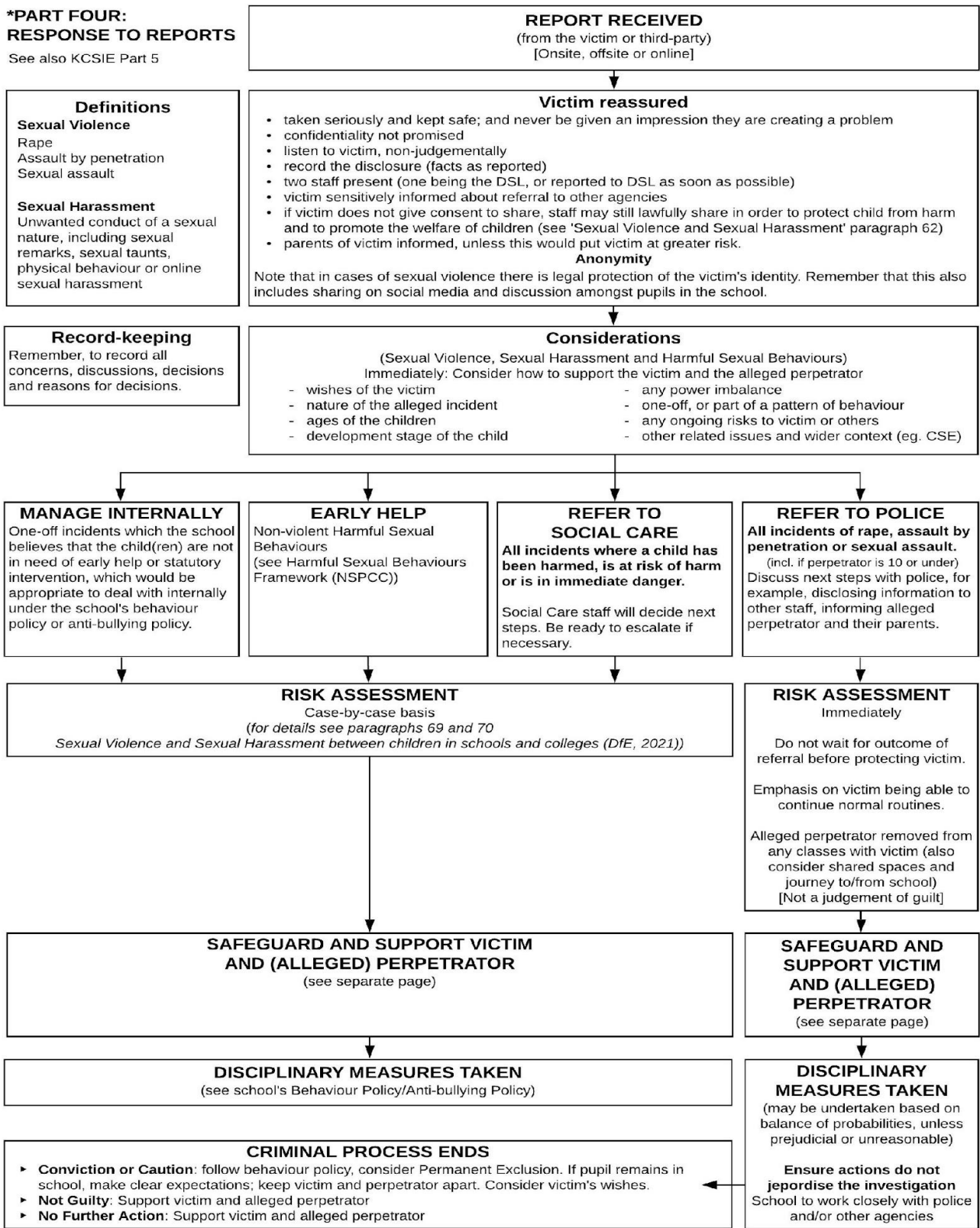
Alleged Perpetrator: Tower Hamlets employees	Alleged Perpetrator: Others
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<ul style="list-style-type: none">• LADO• Education Safeguarding• Police• HR Provider• Service Manager/Employer• School Chair of Governors / Setting Manager• Named Senior Officer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

***PART FOUR:
RESPONSE TO REPORTS**

See also KCSIE Part 5



Source:

*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0