Mulberry
Stepney Green Maths,
Computing and Science College

MULBERRY STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE

CHILD PROTECTION AND SAFEGUARDING POLICY

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Safeguarding Legislation & Guidance

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

- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- Working Together to Safeguarding Children 2018 (Updated July 2022)
- Keeping Children Safe in Education 2022 (1 September 2022)
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)

General Introduction

The Governing body of Mulberry Stepney Green Maths Computing and Science College takes seriously its responsibility under Section 157 of the Education Act 2002 & The Education Regulations 2014 to:

• Safeguard and promote the welfare of students

• Work together with other agencies to ensure adequate arrangements

• Identify, assess and support students suffering harm including

The school recognises that all staff have an important role in early identification and reporting of possible child abuse cases and that all staff are part of the wider safeguarding system. The school understands the importance of prompt action and collaborative work with other agencies to promote the welfare of children.

All staff at Mulberry Stepney Green are fully committed to safeguarding and promoting the welfare of all children in their care. This commitment is expected of all staff, visitors and other third parties who have access to the school.

As the safety of all students is the first priority of the school, all concerns and or signs of abuse must be immediately referred to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead is Farid-Ahmed Patel (Assistant Head teacher – Inclusion) and has undertaken all the necessary training requirements and is accredited by the Tower Hamlets Education Safeguarding Service.

In line with Keeping Children Safe in Education statutory guidance for Schools and Colleges – Sept 2022, the school fully recognises that:

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child"

All staff should:

• Have total commitment to Safeguarding and

• Act in the best interests of the student at all times

• Believe the school should provide a caring, positive, safe and stimulating environment

• Maintain an attitude of, "It could happen here" where safeguarding is concerned

• Promote the social, physical and moral development of the individual student

• Know what to look for (See **Appendix 1** – for detailed guidance on recognising safeguarding concerns)

(See **Appendix 5** – for detailed guidance on recognising Sexual Violence & Sexual Harassment Concerns)

• Always speak to the designated safeguarding lead if concerned

• Be aware of the process for making referrals to children's social care and section 17 and 47 assessments that may follow a referral (See **Appendix 2** for 'Actions where there are concerns flowchart)

• Understand the role they might be expected to play in such assessment.

Aims

This policy fully considers the statuary guidance outlined in Keeping Children Safe in Education – September 2022. Tower Hamlets Guidance on amending Safeguarding Policies to Include Prevent Issues, has also been incorporated into the policy.

The aims of this policy are to:

• Support the student's development in ways that will foster security, confidence and independence and protect them from maltreatment.

• Prevent impairment of students' health or development

• Provide an environment in which students and young people feel safe, secure, valued and respected and confident, knowing how to approach adults if they are in difficulties, believing they will be effectively listened to.

• Take action to enable all students to have the best outcomes by:

- Raising the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, Mulberry Stepney Green, contribute to assessments of need and support plans for those students. Emphasising the need for good levels of communication between all members of staff.
- Developing a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

• Develop and promote effective working relationships with other agencies, especially the Police and Social Services.

• Ensure that all adults within our school who have substantial access to students have been checked as to their suitability.

• Ensure this policy and school practices include prevent issues and that the College's protection from radicalisation and extremist narratives as a safeguarding issue.

What does Safeguarding mean?

Ofsted adopts the definition used in the Children Act 2004 and in 'Working Together to Safeguard Children.'

This can be summarised as:

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

All staff are responsible for protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- neglect;
- Peer on peer abuse
- physical abuse;
- sexual abuse including sexual harassment;
- emotional abuse;
- Homelessness
- bullying, including online bullying and prejudice-based bullying;
- racist, disability and homophobic or transphobic abuse;
- gender-based violence/violence against women and girls;
- radicalisation and/or extremist behaviour;
- child sexual exploitation and trafficking;
- the impact of new technologies on sexual behaviour, for example sexting;
- teenage relationship abuse;
- substance misuse;
- issues that may be specific to a local area or population, for example gang activity and youth violence;
- domestic abuse;
- Children in the court system;
- Children with family members in prison;
- female genital mutilation (direct referral to the police)
- Breast ironing;

- On line safety (being exposed to illegal inappropriate or harmful material/ being subject to harmful on line interaction with other users, displaying on line behaviour that increases the likelihood of harm)
- forced marriage;
- Honour Based Violence;
- fabricated or induced illness;
- poor parenting, particularly in relation to babies and young children;
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being; including mental health
- meeting the needs of children with Special Educational needs and or disabilities;
- the use of reasonable force;
- meeting the needs of children and learners with medical conditions;
- providing first aid;
- educational visits;
- intimate care and emotional well-being;
- online safety and associated issues;
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL, should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's Social Care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Early Help

Mulberry Stepney Green staff are aware of the Early Help process. This includes identifying their role within, identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help Assessment (EHA). In some cases, school staff also act as the Lead Professional (LP) for Team around the Child (TAC). This is addressed and monitored through half termly Inclusion Panel meetings where 'early help' cases are discussed and addressed accordingly. If the child's situation does not appear to be improving or is getting worse, a referral to children's social care for assessment for statutory services is initiated by the school. In all cases, the DSL is informed and has overall management of such cases.

The school is involved in the Social Worker in School project and has full time social worker embedded in school and supporting with the school's Early Help offer.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

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

The staff at Mulberry Stepney Green are aware of the threshold guidance outlined by the LBTH Safeguarding Children board. This is a multi-agency framework to ensure children and families receive the right support from all depending on need.

Where concerns arise, there are four identified levels of intervention which the safeguarding team will follow. These are:

- Level 1: should be met within universal settings; including low level addition needs.
- Level 2: which meet the criteria for more formal targeted services delivered as part of the early help offer; Multi-agency intervention, a lead professional and team around the family approach in addition to support in universal services.

- Level 3: Which meets the threshold for social work assessment and support under S.17 Children Act 1989 (child in need), in addition to provision in universal settings and by targeted services.
- Level 4: Which meets the threshold for statutory child protection by social work teams delivered under S.47 Children Act 1989, in addition to provision in universal settings and by targeted services. This may also include children subject to a Care Order or children looked after.

For further information, please refer to:

http://www.childrenandfamiliestrust.co.uk/wp-content/uploads/2010/09/TH-Multi-agency-Threshold-Guidance-FINAL-GDPR-changes.pdf

In all such cases, Stepney Green staff will inform the designated safeguarding lead. The designated safeguarding lead will manage the disclosure / concern accordingly and will involve external agencies as and when necessary.

Children in need – Level 3 – S17

A child in need is 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. 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.

Children suffering or likely to suffer significant harm – Level 4 – S47

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to;

• psychological;

• physical;

• sexual;

• financial; and

• emotional

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage

relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/

Child on Child Abuse

'All staff should recognise that children are capable of abusing their peers'

(Keeping Children Safe in Education – September 2022)

The different forms peer on peer abuse can take include:

- Sexual violence and sexual harassment; (Appendix 4)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexting (also known as youth produced sexual imagery)
- initiating/hazing type violence and rituals
- If the occasion arises where there is an accusation of one student against another this will be taken seriously.

All staff at Stepney Green MCSC should recognise that children are capable of abusing their peers and all staff should be clear about the school's policy and procedures with regard to peer on peer abuse. Governors and staff should follow the behaviour and anti-bullying policies.

At Stepney Green MCSC staff recognise that abuse is abuse and should never be tolerated or passed off as 'banter',' just having a laugh' or part of 'growing up'.

When allegations of this nature are made staff will record the incident and inform the DSL. The safeguarding procedures will be followed to protect all parties involved however important considerations will include:

- The wishes of the victim. This is important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.
- The nature of the alleged incident/s, including whether a crime may have been committed
- The ages of the children
- Any power balance between the children. (is the alleged perpetrator older, more mature / confident, have SEN needs?)
- If the alleged incident is a one-off or a sustained pattern of abuse;

The designated person will investigate and both students will, where appropriate make statements to the Designated Safeguarding Lead.

If the view is that the behaviour does indeed amount to a safeguarding issue, the designated person should refer both students to the relevant Local Authority MASH and confirm the referral in writing within 24 hours.

All staff, but particularly the Designated Safeguarding Lead know the importance of considering the context within which such incidents and / or behaviour occur. This is contextual safeguarding where wider environmental factors are considered to assess the risks in a child's life that are a threat to their safety and wellbeing.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. This includes all forms e.g. cyber, racist, homophobic, gender related bullying and peer relationship abuse. Each School keeps a record of known bullying incidents. All staff are aware that students with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. Each school keeps a record of racist incidents.

Reasonable Force

Staff at Stepney Green are aware that the use of 'reasonable force' is appropriate to safeguard children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury to themselves or others. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Children Missing from Education (CME)

'All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child missing in future'.

(Keeping children safe in education – September 2022)

At Stepney Green MCSC, staff are aware of their school's unauthorised absence and children missing from education procedures. Guidance and procedures of next steps when a child is missing are outlined below and are shared with all staff.

When a member of school staff becomes aware that a child may have run away or has gone missing, they must establish with the parent / carer what has happened. The Designated Safeguarding Lead will:

- make contact with the parent / carer and ask whether the child has been reported missing to the police. If the parent has not reported the child missing they should be advised to do so immediately
- make contact with Children Social Care and report / refer the missing child.

- Where necessary interview friends of the missing child to try and determine the whereabouts of the child.
- Inform the entire Senior Leadership Team on the day of the child going missing
- Inform the Attendance team as well as the school office manager
- Inform the Safer School's police officer
- Inform the Head of Year and form tutor
- At the end of the school day the designated safeguarding lead will contact the family again to update them on steps taken by the school and to find out whether there is an update on the missing child. If the child is found, social care should be informed by the Safeguarding lead.
- The Safeguarding lead, HOY, Assistant HOY or SLT member may attend a strategy meeting at Mulberry Place/Online depending on advice from social care or the police

The Attendance and Welfare Advisor has regular scheduled meetings with Heads of year and 2nd in Year to discuss attendance concerns and staff are aware of those who are Persistently Absent (PA) or at risk of becoming PA.

The SLT lead for attendance (Farid-Ahmed Patel) meets regularly with the attendance team and the Attendance and Welfare Advisor is part of the weekly Inclusion Panel group.

Records are kept of all pupils admitted to the school and those pupils leaving for whom rigorous checks are carried out. These checks ensure pupils' known destination and the local authority is notified using the Notification to LBTH of Child taken off School Admissions and Attendance Register. Where the destination is unknown, the Children Missing Education team are notified in writing as a matter of urgency.

Through training staff are alert to signs and individual triggers when considering the risks of potential concerns such as travelling to conflict zones, FGM and forced marriage.

Children with Special Educational Needs and Disabilities

Children with SEN and disabilities face additional safeguarding challenges. To address these challenges, Stepney Green MCSC staff consider extra pastoral support as well as TA support for these children. External agencies are called upon and there is often a multi-agency approach for more complex cases.

At Stepney Green MCSC we recognise that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

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

Children with Family Members in Prison

Stepney Green MCSC is aware that some students have a parent who is sent to prison. These students are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Information designed to help mitigate negative consequences for these children can be found at the National Information Centre of children of Offenders.

https://www.nicco.org.uk/

Private Fostering (PF)

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts. Stepney Green MCSC has a duty to report any private fostering arrangement to the Local Authority.

Looked after children and Previously Looked after children (LAC)

Stepney Green MCSC staff recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

The Designated Teacher for Looked after Children

The designated teacher for these children is Farid-Ahmed Patel. The designated teacher will have responsibility for promoting the educational achievement of students' who have left care through adoption, special guardianship or child arrangement orders. Statutory guidance on the role of the 'designated teacher' can be found here:

https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

The designated teacher should also work with the virtual school head to promote the educational achievement of the previously looked after students.

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.

Alternative Provision

Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil.

Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Role and Responsibilities of the Designated Person

Immediate responsibility for safeguarding rests with the Head teacher and the Designated Safeguarding Lead is Farid-Ahmed Patel, Assistant Head teacher responsible for Inclusion. It is recognised that the Designated Safeguarding Lead are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The Designated Safeguarding Lead is ultimately responsible for the following:

1. Acting as a focal point for staff to discuss concerns.

2. Referring a student if concerned about possible abuse to the Tower Hamlets MASH using the Interagency Referral Form. (see end of policy for names and contacts)

3. Writing a written record of the referral will be sent to the Assessment Team within one day of making a referral by telephone.

4. Keeping written records of concerns about a student even if there is no need to make an immediate referral.

5. Ensuring that all such records are kept confidential and securely and are separate from student records, until the student's twenty fifth birthday.

6. Ensuring that an indication of the existence of the additional file above is marked on the student's records.

7. Liaising with other agencies and professionals.

8. Has details of any looked after and previously looked after child's social worker and the name of the Tower Hamlets virtual school Head.

9. Ensuring that either they or the relevant member of staff attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report.

10. Ensuring that any students currently on the Safeguarding register (with a safeguarding plan) who is absent without explanation for 24 hours is referred to the allocated Social Worker.

11. Organising safeguarding awareness training at the induction training for all staff including volunteers. They should be provided with the school safeguarding statement and the name of the Designated Safeguarding Lead.

12. Organising regular full training for all Mulberry Stepney Green staff every two years and receive regular updates in e-safety, child on child sexual harassment, prevent issues and reporting concerns.

13. Providing an annual audit report for the governing body detailing any changes to the policy and procedures; training undertaken by the designated leads, and by all staff and governors; number and type of incidents/cases, and number of students on the Safeguarding register (anonymised).

14. Ensure that the school effectively monitors children identified as 'at risk' and provides guidance to parents, children and staff about obtaining suitable support.

Key Staff

Farid-Ahmed Patel - Assistant Head Teacher - is the named Prevent Lead regarding issues linked to radicalisation and extremism.

Lulu Specchia **-** Assistant Headteacher - is the named Prevent Curriculum Lead.

Tina Osei – Bursar - is responsible for the Visitors' Policy and external users.

Zumon Chowdhury - Assistant Head Teacher – is the named Esafety Lead.

Sue Barrow - is the named governor linked to Safeguarding.

Jake Burton - Social Media Checks.

Louise Stanley - Visitor Checks.

Aksar Hossain - Pray Co-ordinator

All Mulberry Stepney Green staff receive Safeguarding updates, including support and guidance on what to do if they are concerned about a child. Part one of Keeping Children Safe in Education is distributed to all staff at the start of the year.

Staff members 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 always act in the best interest of the child and are aware that they are to inform the safeguarding leads immediately.

Training

The Designated Safeguarding Lead receives regular training to provide them with the knowledge and skills required to carry out the role.

The designated person ensures all staff receive regular training.

All staff should:

• Be aware of systems which support safeguarding; these are explained to them as part of their induction.

• Receive a Safeguarding and Staff Code of Conduct policy, (including the response to children who go missing in education), and the behaviour policy along with their staff handbook

• Receive updated training every two years to develop their understanding of the signs and indicators of abuse and Designated Safeguarding Leads every two years at the appropriate level.

• Are trained and regularly reminded regarding prevent issues, child on child sexual harassment and e-safety awareness

• Be aware of the role and identity of the Designated Safeguarding Lead. They should always wherever possible speak to the Designated Safeguarding Lead if they have concerns who will help staff decide what to do next.

• Understand support available for the child internally via the schools own pastoral support processes.

• Be aware of their Local Early Help process (See **Appendix 3**)

• Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

• Be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence and sexual harassment; (See **Appendix 5** – for detailed guidance on recognising & dealing with sexual violence and sexual harassment concerns)

• sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals

School Procedures for Reporting Safeguarding Incidents

(See separate guidance below for radicalisation/extremism)

Child makes Child Protection allegation or there is a concern about a child

Staff member records the concern in the child's own words (using Cause For Concern Form). The record should be CLEAR, PRECISE and FACTUAL.

The staff member tells the DSL/DDSL on the day the concern arises and gives them a written account taken from the child.

The DSL (or a member of the CP team) interviews the child.

Decisions / Actions as follows:

1. No further action required

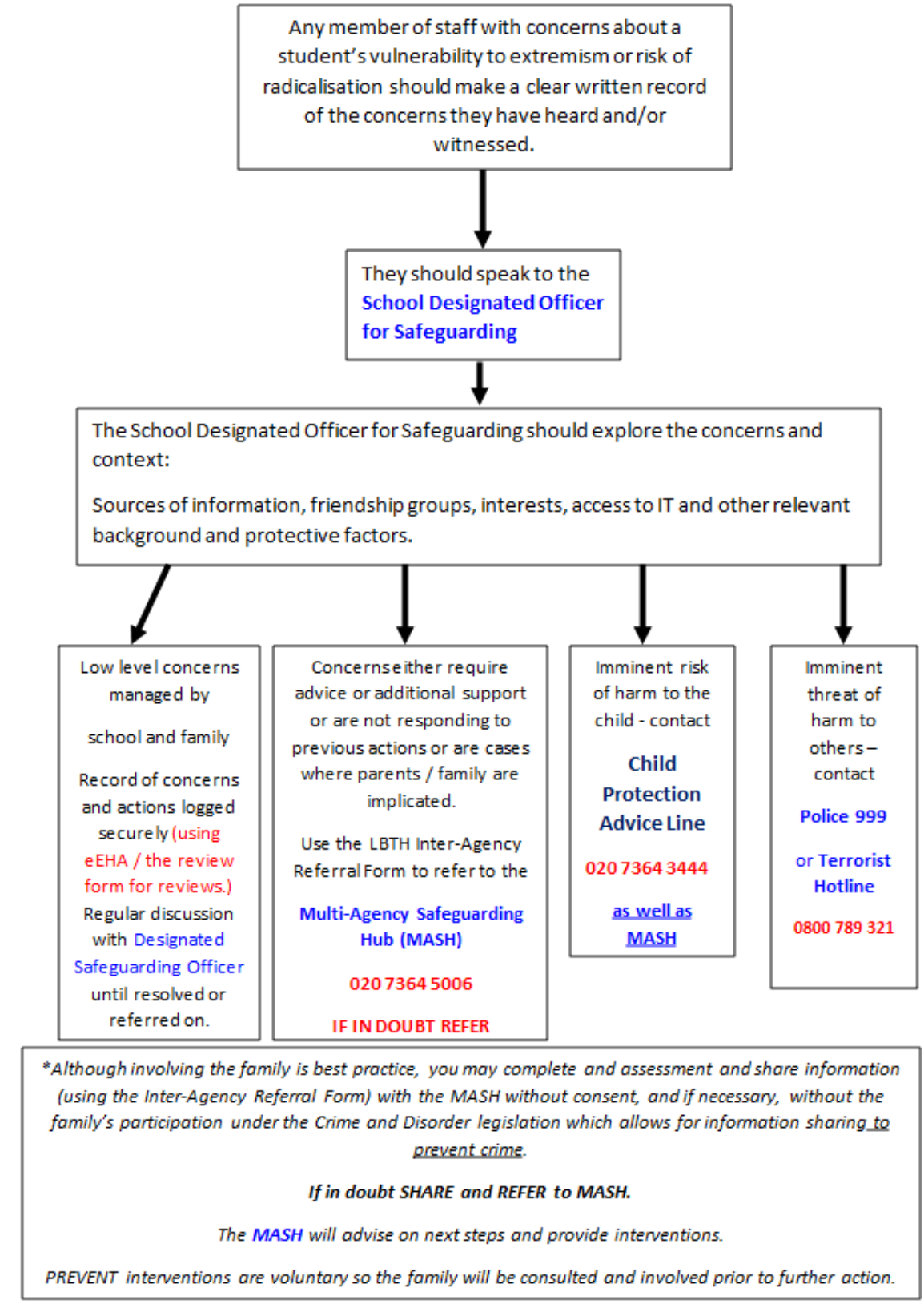
OR

2. Continue to monitor the child, refer to 'in house' services. Contact parents/carers where necessary

OR

3. Refer to Children Social Care Duty Line (MASH) or to the Early Help Hub.

Referral route for safeguarding concerns related to Radicalisation or Extremism



Although involving the family is best practice, you may complete and 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.

When To Be Concerned & Responding to Disclosures

Staff should be concerned about a pupil if he or she:

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries;
- regularly has unexplained injuries;
- frequently has injuries (even when apparently reasonable explanations are given);
- gives confused or conflicting explanations regarding how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age;
- discloses an experience in which he or she may have been significantly harmed;
- gives others (peers and or adults) reason to believe that he or she may be suffering significant harm;
- is missing education in unexplained circumstances.

Responding to Concerns about a student or if a student discloses;

If staff are concerned about a child who has an injury which is not typical of the bumps and scrapes normally associated with children's injuries BUT the child has not disclosed any information, the member of staff should:

- ask what has happened;
- listen to the child's response
- follow the 'pupil disclosure' bullet points (see below).
- speak to the Safeguarding team immediately

If a student decides to make a disclosure to a member of staff it is very important that certain steps are taken. If a pupil discloses that he or she has been abused in some way, the member of staff should:

1. Allow the student to disclose at his/her own pace, without questioning or prompting

2. Do not ask the student leading questions, probe for information or investigate what has happened

3. Listen to the student

4. Reassure the student that the allegations will be taken seriously

5. Do not promise confidentiality

6. Explain that, as a result of the disclosure, you are concerned for the student's well-being.

7. Tell the student that you have a responsibility to get something done to help keep the student safe.

8. If possible, staff should write brief notes as the student makes the disclosure. These original notes should be kept, no matter how rough, as they may have important information that could be lost in a later, neater transcript of the events.

9. Always write additional notes immediately after disclosure of the student.

10. All notes should be signed and dated by the writer; also include the time.

11. Give the notes immediately to the Designated Safeguarding Lead or the Head teacher.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. What school and college staff should look

Where the Designated Safeguarding Lead deems it necessary the matter will be referred soon as possible, and certainly within 24 hours, by them to the Tower Hamlets MASH, which will advise on the next steps. If the student is at risk of significant harm immediate steps need to be taken to protect him/her.

If in exceptional circumstances, the designated safeguarding lead, deputy designated safeguarding lead (or the Head teacher) is not available, this should not delay appropriate action being taken. In the unlikely event that both are not available, a Deputy Head teacher, must be informed.

Radicalisation and Extremism Concerns

Recognising Extremism

The statutory 'Revised Prevent duty guidance: for England and Wales' summarises the requirement on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies.
- The Prevent duty builds on existing local partnership arrangements. All schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Early indicators may include:

- showing sympathy for extremist causes;
- glorifying violence;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other non-proscribed extremist groups;
- 'out of character' changes in behaviour, dress or peer relationships;
- absence in unexplained circumstances.

What should staff do?

If we have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, we should respond as we would to all vulnerable children.

The Designated Safeguarding Lead (Farid-Ahmed Patel) should be contacted immediately, with a written statement if possible. In his absence colleagues should contact the Head teacher.

If you suspect someone is actually involved or engaged in terrorist activity, you should contact the police or the anti-terrorist hotline immediately on 0800789321

1. All referrals for children suspected to be vulnerable to radicalisation will now be referred through the multi-agency safeguarding hub (MASH) as the initial 'front door' into the local authority. All referrals will be made using the LBTH Inter-Agency Referral Form to the email address MASH@towerhamlets.gov.uk. In addition the referral form should be copied to prevent.referrals@towerhamlets.gov.uk. An Early Help Assessment (EHA) will not be required as part of the initial referral.

2. Adults and children suspected to be vulnerable to radicalisation will be assessed by relevant services and where proportionate and necessary, and only after legal gateways have been satisfied, may be referred to a single multi-agency safeguarding panel.

3. This panel will be known as the 'Channel Panel' in line with Home Office national guidance. This panel will work closely with and support relevant child or adult services in safeguarding any individual.

4. The panel will ensure that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity. Participation in Channel requires the consent of individuals.

Support and Interventions for students at risk of being drawn into radicalisation and Extremism

Interventions to support pupils will depend upon the issues of each individual case. However, they may include:

- review meetings with family;
- increased adult support (via support for attendance; learning; behaviour; counselling or referral to an external agency/voluntary organisation);
- provision of opportunities for involvement in extra-curricular activities;
- support from the attached school police officer.

Parents can be advised of parental support groups.

Please also refer to the Tower Hamlets guidance document, 'Supporting Vulnerable Children: Preventing Violent Behaviour and Violent Extremism in Tower Hamlets'.

Prevention

Following Local Authority guidance, Stepney Green MCSC recognises that in a school context five strands that support the prevention of violent extremism are to:

- understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;
- understand how to support individuals who are vulnerable through strategies to support, challenge and protect;
- increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;
- use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

Within the curriculum:

- PSHE;
- Assemblies;
- Seating plans;
- Registration/tutor time;
- Curriculum offer, including coverage of citizenship, social, moral, spiritual and cultural issues (see also DfE document: 'Promoting Fundamental British Values' *);
- Displays;
- Visiting speakers;
- School Behaviour Policy;
- Internet safety awareness (see Acceptable Use Policy*).

Beyond the curriculum:

- Enrichment & extra-curricular events/activities e.g. 'Debate Mate' , Prayer Room, Ann Frank Project, trips;
- 6th form volunteering;
- Use of borough support;
- Links with community and / or faith groups.

Reporting Radicalisation and Extremism Concerns

The school adheres to Tower Hamlets guidance regarding the reporting of all concerns re radicalisation or extremism. (Please refer to the document: Supporting Vulnerable Children: Preventing Violent Behaviour and Violent Extremism in Tower Hamlets

Record Keeping and Information Sharing

Staff play a vital role in helping students in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a student that gives cause for concern should be recorded. Records should be factual, reflecting the words used by the student or young person. Opinions should not be given unless there is some form of evidence base that can also be quoted. Records must be signed, dated and timed. Do not destroy the original notes, in case they are needed for further investigation

When a pupil has made a disclosure, the member of staff should: -

- make brief notes as soon as possible after the conversation;

the recording must be clear, precise and factual;

- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- record statements and observations rather than interpretations or assumptions;
- pass the written statements to the safeguarding team on the day the disclosure is made.

Confidentiality

Although the guidance has been updated, the DfEE circular 10/95 acknowledges that Child Protection raises issues of confidentiality that must be clearly understood by all staff in schools.

The Circular advises that all staff in schools, both teaching and non-teaching staff, have:

'a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children Schools and Families and the Police). If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Safeguarding records should be kept securely locked'.

Useful Contacts and Addresses

Tower Hamlets Social Services

Multi-Agency Safeguarding Hub (MASH) - 020 7364 5006 (Option 3) / 5601 / 5606

Child Protection Advice Line - 020 7364 3444

Email: mash@towerhamlets.gov.uk

Secure email: MASH@towerhamlets.gcsx.gov.uk

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

Tower Hamlets Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards) 020 7364 5006 – choose Option 3

Police Child Abuse Investigation Team (CAIT) 020- 8217 6484 (or use 999 if not available)

If you suspect someone is actually involved or engaged in terrorist activity, you should contact the police or the anti-terrorist hotline immediately on 0800789321

Tower Hamlets Early Help Service

Early Help Hub (EHH)

LBTH Early Help Hub - 0207 364 5006 (option 2)
Mohammed Abdul-Jolil - Head of Early Help

Rachael Phillips - Early Help Hub Manager

Karen Simpson – Early Help Locality Coordinator – WEST

- Assessments and Impact
- Systems and Procedures

Tanya Rajfeld - Early Help Locality Coordinator – EAST

- Quality Assurance and
- Training

Tel: 020 7364 5006 – Choose Option 2

Email: EarlyHelp@towerhamlets.gov.uk

Tower Hamlets Prevent Leads

Prevent Education Officer: Eleanor Knight

Email: Eleanor.Knight @towerhamlets.gov.uk

Tel: 020 7364 4691

Email: Simon.Smith@towerhamlets.gov.uk

Tower Hamlets Education Safeguarding Service

Sharifa Chowdhury, Head of Education Safeguarding

email: sharifa.chowdhury@towerhamlets.gov.uk

Telephone: 020 7364 3431

Social Inclusion Panel (SIP)

Chair of SIP is Kerri Marriner 020 7364 6448

kerringen.marriner@towerhamlets.gov.uk

What to do if you're worried about a member of staff?

If you are concerned about an adult who works with or has direct contact with students in their place of work, either as a paid staff member or volunteer – please contact the Safeguarding Advice Line on Tel: 020 7364 3444 or contact Melanie Benzie, the Local Authority Designated Officer (LADO) directly on;

Contact telephone number for LADO enquiries: 020 7364 0677

Email: melanie.benzie@towerhamlets.gov.uk

Secure email: melanie.benzie@towerhamlets.gov.uk.cjsm.net

Contact email for LADO enquiries: LADO@towerhamlets.gov.uk

Secure email - LADO@towerhamlets.gcsx.gov.uk

(See **Appendix 4** – detailed guidance on managing allegations against staff)

Appendix 1 – Recognising Concerns

Recognising signs of student abuse

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that student abuse has occurred. It may, however, indicate that investigation should take place.

Categories of Abuse

• Physical Abuse

• Emotional Abuse (including Domestic Abuse)

• Sexual Abuse

• Neglect

Signs of Abuse in Children

The following non-- specific signs may indicate something is wrong:

• Significant change in behaviour

• Extreme anger or sadness

• Aggressive and attention-seeking behaviour

• Suspicious bruises with unsatisfactory explanations

• Lack of self-esteem

• Self-injury

• Depression

• Age inappropriate sexual behaviour

• Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of student abuse. Their presence is not proof that abuse has occurred, but:

• Must be regarded as indicators of the possibility of significant harm

• Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)

• May require consultation with and / or referral to Children's Services

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

In an abusive relationship the student may:

• Appear frightened of the parent/s

• Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

• Persistently avoid student health promotion services and treatment of the student's episodic illnesses

• Have unrealistic expectations of the student

• Frequently complain about/to the student and may fail to provide attention or praise (high criticism/low warmth environment)

• Be absent or misusing substances

• Persistently refuse to allow access on home visits

• Be involved in domestic abuse

Staff should be aware of the potential risk to students when individuals, previously known or suspected to have abused students, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

• An explanation which is inconsistent with an injury

• Several different explanations provided for an injury

• Unexplained delay in seeking treatment

• The parents/carers are uninterested or undisturbed by an accident or injury

• Parents are absent without good reason when their child is presented for treatment

• Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)

• Family use of different doctors and A&E departments

• Reluctance to give information or mention previous injuries

Bruising

Students can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

• Any bruising to a pre-crawling or pre-walking baby

• Bruising in or around the mouth, particularly in small babies which may indicate force feeding

• Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)

• Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally

• Variation in colour possibly indicating injuries caused at different times

• The outline of an object used e.g. belt marks, hand prints or a hair brush

• Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

• Bruising around the face

• Grasp marks on small students

• Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

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

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

Burns and Scalds

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

• Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine or knees)

• Linear burns from hot metal rods or electrical fire elements

• Burns of uniform depth over a large area

• Scalds that have a line indicating immersion or poured liquid (a student getting into hot water is his/her own accord will struggle to get out and cause splash marks)

• Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

• The history provided is vague, non-existent or inconsistent with the fracture type

• There are associated old fractures

• Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Scars

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

• Developmental delay

• Abnormal attachment between a student and parent/carer e.g. anxious, indiscriminate or not attachment

• Indiscriminate attachment or failure to attach

• Aggressive behaviour towards others

• Scape-goated within the family

• Frozen watchfulness, particularly in pre-school students

• Low self-esteem and lack of confidence

• Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a student to talk about and full account should be taken of the cultural sensitivities of any individual student/family.

Recognition can be difficult, unless the student discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

• Inappropriate sexualised conduct

• Sexually explicit behaviour, play or conversation, inappropriate to the student's age

• Continual and inappropriate or excessive masturbation

• Self-harm (including eating disorder), self-mutilation and suicide attempts

• Involvement in prostitution or indiscriminate choice of sexual partners

• An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

• Pain or itching of genital area

• Blood on underclothes

• Pregnancy in a younger girl where the identity of the father is not disclosed

• Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

• Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

• A student seen to be listless, apathetic and irresponsive with no apparent medical cause

• Failure of student to grow within normal expected pattern, with accompanying weight loss

• Student thrives away from home environment

• Student frequently absent from school

• Student left with adults who are intoxicated or violent

• Student abandoned or left alone for excessive periods

Recognising So Called Honour Based Abuse

Forced Marriage (FM)

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Stepney Green MCSC recognises the need to safeguard children from forced marriage. This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Recognising circumstances and occurrences that may point to FGM happening. **School staff have a legal obligation to report concerns directly to the police – mandatory reporting.**

• Student talking about getting ready for a special ceremony

• Family taking a long trip abroad

• Student's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non---African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

• Knowledge that the student's sibling has undergone FGM

• Student talks about going abroad to be 'cut' or to prepare for marriage

Recognising signs that may indicate a student has undergone FGM:

• Prolonged absence from school and other activities

• Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued

• Bladder or menstrual problems

• Finding it difficult to sit still and looking uncomfortable

• Complaining about pain between the legs

• Mentioning something somebody did to them that they are not allowed to talk about

• Secretive behaviour, including isolating themselves from the group

• Reluctance to take part in physical activity

• Repeated urinal tract infection

• Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay. Stepney Green MCSC must report any incidences of FGM disclosed and any children at risk of FGM, as dictated by the mandatory reporting duty.

Recognising Child Sexual Exploitation

Sexual exploitation is a form of abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point and could become a victim of trafficking. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

• 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;

• can still be abuse even if the sexual activity appears consensual;

• can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

• can take place in person or via technology, or a combination of both;

• can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

• 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);

• can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

• is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who have older boyfriends or girlfriends;

• children who suffer from sexually transmitted infections or become pregnant;

• 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.

• Sexting

• underage sexual activity

• inappropriate sexual or sexualised behaviour

• sexually risky behaviour, 'swapping' sex

• repeat sexually transmitted infections

• in girls, repeat pregnancy, abortions, miscarriage

• receiving unexplained gifts or gifts from unknown sources

• having multiple mobile phones and worrying about losing contact via mobile

• having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)

• changes in the way they dress

• going to hotels or other unusual locations to meet friends

• seen at known places of concern

• moving around the country, appearing in new towns or cities, not knowing where they are

• getting in/out of different cars driven by unknown adults

• having older boyfriends or girlfriends

• contact with known perpetrators

• involved in abusive relationships, intimidated and fearful of certain people or situations

• hanging out with groups of older people, or anti---social groups, or with other vulnerable peers

• associating with other young people involved in sexual exploitation

• recruiting other young people to exploitative situations

• truancy, exclusion, disengagement with school, opting out of education altogether

• unexplained changes in behaviour or personality (chaotic, aggressive, sexual)

• mood swings, volatile behaviour, emotional distress

• self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders

• drug or alcohol misuse

• getting involved in crime

• police involvement, police records

• involved in gangs, gang fights, gang membership

• injuries from physical assault, physical restraint, sexual assault.

Recognising Extremism

Why a young person like to be drawn towards extremist ideology?

Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society

It appears a decision by a young person to become involved in violent extremism:

• May begin with a search for answers to questions about identity faith and belonging

• May be driven by the desire for adventure and excitement

• Maybe just by desire to enhance the self---esteem of the individual and promote their 'street cred'

• Is likely to involve identification with the charismatic individual and attraction to the group which can of identity, social network and support

• Is likely to be fuelled by sense of grievance that can be triggered by personal experiences of racism or discrimination

• Recognising experience in early indicators may include

• Showing sympathy for extremist courses

• Glorifying violence

• Evidence of possessing illegal for extremist literature

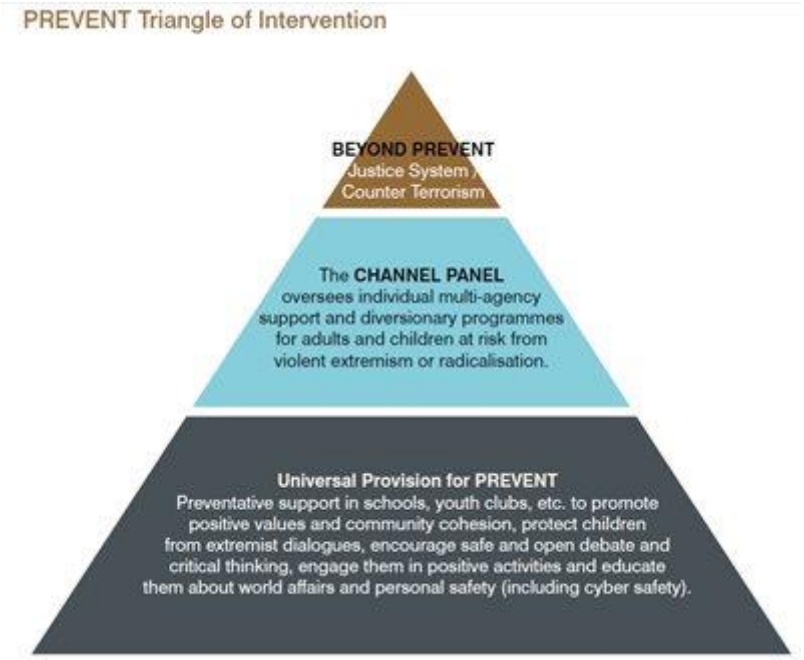
• Advocating messages similar to illegal organisations such as "Muslims against crusades" or other non---prescribed extremist groups such as the English Defence League

• Out of character changes in dress, behaviour and peer elation ship's, (but there are also very powerful narratives, programs and networks that young people can come across online set involvement with particular groups may not be apparent).

• Secret behaviour

• Change in friendship circles

Staff need to feel confident to share concerns and if in doubt check it out.



Refer to Understanding Tower Hamlets' Prevent Guidance for Schools for more information in regards to referral processes.

Intervention Triangle

The triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.

Progressing up the triangle, where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support.

At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism.

https://www.towerhamlets.gov.uk/Documents/Education-and-skills/Tower_Hamlets_prevent_resources/Undertstanding_Tower_Hamlets_Prevent_Gudiance_for_Schools.pdf

Recognising Child Sexual Exploitation (CSE)

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 Some of the following can be 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.

Communication of CSE risks to children is through the PSHE and RSE curriculum.

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

Recognising Child Criminal Exploitation Including County Lines (CCE)

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:

o Children who are in possession of multiple phones and overly anxious to check their phones

o Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime

o children who appear with unexplained gifts or new possessions;

o children who associate with other young people involved in exploitation;

o children who suffer from changes in emotional well-being;

o children who misuse drugs and alcohol;

o children who go missing for periods of time or regularly come home late; and

o 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

Recognising 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.

Recognising Online Harms

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

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

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

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

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can 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 uses filtering and monitoring systems when pupils access internet on the school site, which is in fulfilment of the school's Prevent Duty requirements.

Remote Learning policy is in place to ensure Online Remote Learning is safe for both staff and pupils, as and when it is done.

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.

As technology evolves and develops, the school undertakes ongoing risk assessments and reviews of Online Safety.

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.

Recognising Domestic Abuse

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

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

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

Recognising 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.

Recognising 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.

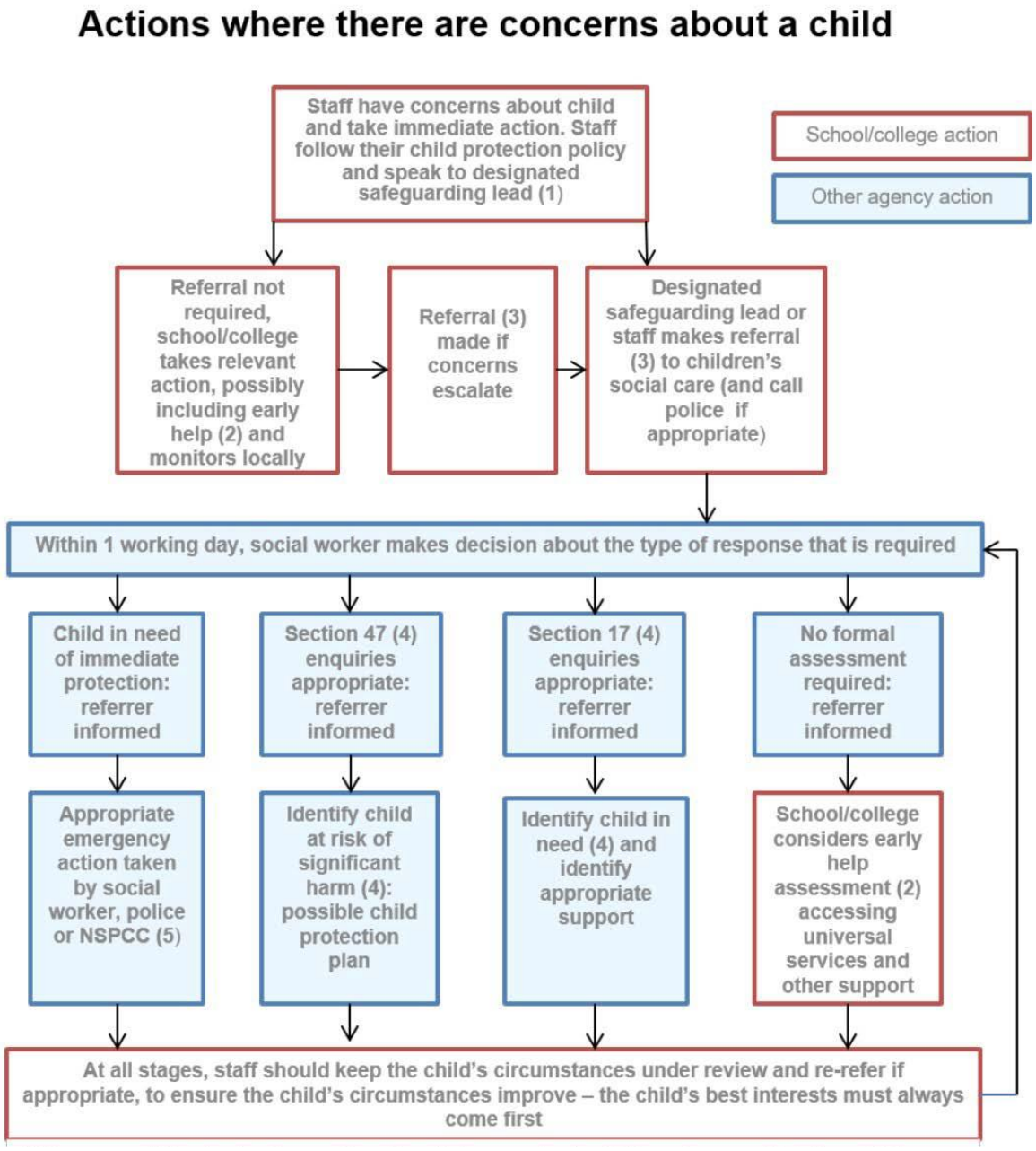
Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal.

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.

Recognising 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/Behaviour Policy

Appendix 2 – Actions for Concerns about a Child Flowchart



Appendix 3 – Early Help Process

(1) In cases which also involve an allegation of abuse against a staff member (See Appendix 4)

(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 local authority's referral process. 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to safeguard children

(5) This could include applying for an Emergency Protection Order (EPO).

Tower Hamlets SCB Multi – Agency Safeguarding Threshold Guidance

Level 1	Should be met within universal settings; including low level addition needs.
Level 2	Which meet the criteria for more formal targeted services delivered as part of the early help offer; multi-agency intervention, a lead professional and a team around the family approach in addition to support in universal services
Level 3	Which meet the threshold for social work assessment and support under S.17 Children Act 1989 (child in need), in addition to provision in universal settings and by targeted services
Level 4	Which meet the threshold for statutory child protection by social work teams delivered under S.47 Children Act 1989, in addition to provision in universal settlings and by targeted services. This may also include children subject to a Care Order or children looked after under S.20 (duty to accommodate) of the Children Act 1989

Appendix 4 - Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

A student may make an allegation against a member of staff. Mulberry Stepney Green will take this forward using the guidance in Part Four of Keeping Children Safe in Education 2022.

Section one: Allegations that may meet the harms threshold

It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers and contractors) at Mulberry Stepney Green MCSC has:

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

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child -** the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.
- **Investigating and supporting the person subject to the allegation -** the headteacher should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The Designated Safeguarding Lead will discuss the content of the allegation with the Head teacher.

- If the allegation made to a member of staff concerns the Designated Safeguarding Lead, the person receiving the allegation will immediately inform the Head teacher.
- The headteacher where appropriate and relevant will seek the advice from the local authority designated officer (LADO)
- Suspension of the member of staff, excluding the Designated Safeguarding Lead, against whom an allegation has been made, needs careful consideration, Headteacher will assemble the facts and seek the advice of the LADO.
- These facts may then be reported to social services and on their advice to the Independent Safeguarding Authority
- In the event of an allegation against the Designated Safeguarding Lead, the decision to suspend will be made by the Head teacher.

Duty of Care

Mulberry Stepney Green recognises a duty of care to their employees. It will endeavour to provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If an allegation is determined to be unsubstantiated or malicious, the Designated Safeguarding Lead should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Principal will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil.

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Head teacher.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Head teacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. If the concerns are about the Head teacher, the Head of Personnel (LBTH) must be contacted (020 7364 5000) along with the Chair of Governors.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Children's Social Care and LBTH Personnel (The LADO – Local Authority Designated Officer).

If the Headteacher decides that the allegation warrants further action through Child Protection Procedures, he/she must make a referral. The member of staff should not be informed until agreed with Children's Social Care and/or LBTH LADO. It may be necessary to discuss appropriate steps to ensure other children are not at risk.

If it is decided that it is not necessary to refer to Children's Social Care or LBTH LADO, the Head teacher will consider whether there needs to be an internal investigation.

For further information, refer to the LBTH SCB SUPPLEMENTARY GUIDANCE FOR SCHOOLS AND EDUCATION SETTINGS ON MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF MEMBERS – September 2021.

Section Two: Concerns that do not meet the harm threshold

Low Level Concerns

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person (DSL & Headteacher), and recorded and dealt with appropriately.

Appendix 5 – Recognising Child-on-Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

There is further guidance available at:

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include students and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or students.

Developmental Sexual Activity encompasses those actions that are to be expected from students and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what

concerns it raises about a student or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the student or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some students, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003105 as described below:

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.

What is consent?

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. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- 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.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the concerns flow chart in Appendix two, having thought through the assessment below. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

• Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

• Consent – agreement including all the following: o Understanding that is proposed based on age, maturity, development level, functioning and experience

o Knowledge of society's standards for what is being proposed

o Awareness of potential consequences and alternatives

o Assumption that agreements or disagreements will be respected equally

o Voluntary decision

o Mental competence

• Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

If possible when managing reports there should be two members of staff present with preferable the Designating Safeguarding Lead as one of them. If this is not possible the designated safeguarding lead should be informed as soon as possible.

Action following a report of sexual violence and/or sexual harassment

Mulberry Stepney Green will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the school should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

For further information on options to manage the report such as:

- Manage Internally
- Early Help
- Referrals to social care
- Reporting to the police
- Considering bail conditions
- Managing any delays in the criminal proceedings where the school should not wait for the outcome to protect the victim, alleged perpetrator and other children
- The end of the criminal process where regardless of whether the child is convicted of the crime or not, all the children involved should be protected.

As well as ongoing support in safeguarding the victim, please refer to the following document.

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

and Part Five – Child-on-Child Sexual Violence & Harassment

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The school needs to manage the balance between supporting the victim/s and ensuring the alleged perpetrator/s has an education and safeguarding support themselves.