

Bow School Child Protection and Safeguarding Policy

Approved by:	Full Governing Body	Date: 26/7/22
---------------------	---------------------	----------------------

Last reviewed on:	October 2022
--------------------------	--------------

Next review due by:	October 2023
--------------------------------	--------------

CONTENTS

1.	CORE SAFEGUARDING PRINCIPLES	3
2.	PURPOSE OF POLICY	3
3.	SAFEGUARDING LEGISLATION AND GUIDANCE	4
4.	TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY GUIDANCE	4
5.	TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP	5
6.	KEY DEFINITIONS	5
7.	ROLES AND RESPONSIBILITIES	5
8.	RIGHTS OF THE CHILD	8
9.	CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM	9
10.	CHILDREN IN NEED OF A SOCIAL WORKER	9
11.	CHILDREN REQUIRING MENTAL HEALTH SUPPORT	10
12.	LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN	10
13.	SEND CHILDREN	11
14.	CHILDREN MISSING EDUCATION	11
15.	ELECTIVE HOME EDUCATION	12
16.	WHISTLEBLOWING	12
17.	ALLEGATIONS AGAINST STAFF & REPORTING OF LOW-LEVEL CONCERNS	13
18.	STAFF TRAINING	14
19.	VISITORS	14
20.	EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS	15
21.	IDENTIFYING ABUSE	15
22.	INDICATORS OF ABUSE	15
23.	VOICE OF THE CHILD	16
	SAFEGUARDING ISSUES	17
24.	CHILD SEXUAL EXPLOITATION (CSE)	17
25.	CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES	18
26.	SERIOUS YOUTH VIOLENCE	19
27.	ONLINE HARMS	20
28.	DOMESTIC ABUSE	22
29.	SO-CALLED HONOUR-BASED ABUSE	22
30.	RADICALISATION AND EXTREMISM	23
31.	CHILD-ON-CHILD ABUSE	25
32.	CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT	26

34.	YOUTH PRODUCED SEXUAL IMAGERY	29
35.	BULLYING (INCLUDING CYBERBULLYING)	30
36.	HOMELESSNESS	30
37.	CHILDREN AND THE COURT SYSTEM	31
38.	CHILDREN WITH FAMILY MEMBERS IN PRISON	31
39.	PRIVATE FOSTERING	31
40.	YOUNG CARERS	31
41.	CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS	32
42.	MODERN SLAVERY	32
43.	TAKING SAFEGUARDING ACTION	32
44.	EARLY HELP	33
45.	HANDLING THE REPORTING OR SHARING OF CONCERNS	34
46.	CONFIDENTIALITY AND SHARING INFORMATION	35
47.	REFERRING TO CHILDREN'S SOCIAL CARE	36
48.	ESCALATION PROCEDURES	37

INTRODUCTION

Bow School aims to ensure that appropriate action is taken to safeguard and promote children's welfare. We train all staff to make them aware of their statutory safeguarding responsibilities to ensure that safeguarding concerns are recognised and reported in a timely manner so that actions and measures can be put in place to prevent and react to situations that ensure the safety of all children.

The Child Protection and Safeguarding Policy is made available and accessible to staff, parents and visitors via the school website, shared drive, staff induction programme, the My Concerns safeguarding platform and through regular staff training. The policy will be reviewed at least annually and will be updated in accordance with any local or national changes or the introduction of new legislation.

Bow School is committed to safeguarding its children and stakeholders. This policy applies to all staff, volunteers, visitors and governors; all the procedures have been written in accordance with Keeping Children Safe in Education 2022 and reflect local safeguarding arrangements, including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

1. CORE SAFEGUARDING PRINCIPLES

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

These six core principles are embedded within the school's safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Bow School.

2. PURPOSE OF POLICY

- To provide all staff with key information to enable them to identify safeguarding concerns and know what action to take in response
- To create a strong culture of safeguarding and to ensure consistent good practice throughout the school
- To demonstrate the school's commitment to safeguarding to the whole school community: pupils, parents and other partners

3. SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002
- The Apprenticeships, Skills, Children and Learning Act 2009
- The Equality Act 2010
- Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers (July 2018)
- When to call the police: Guidance for Schools and Colleges
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguarding Children 2022
- Keeping Children Safe in Education 2022
- What to do if you're worried a child is being abused 2015
- The Teacher Standards 2012
- Children Missing Education (September 2016)
- The Prevent Duty: For Schools and Child Care Providers (updated April 2021)
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
- Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (June 2022)

This policy should also be read in conjunction with the following policies linked to safeguarding within the school which can include:

- Behaviour Policy
- Anti-Bullying Policy
- Drugs Education Policy
- Online Safety Policy
- Health and Safety Policy
- Whistle Blowing Policy
- Supporting Students at School with Medical Needs Policy
- Bow School Equalities Policy

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE

The following THSCP Safeguarding Guidance has informed the content of this policy:

- London Child Protection Procedures revised 7th Edition (March 2022)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2023
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations

- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2023

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children.

The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP arrangements. The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Child Safeguarding Practice Reviews,¹ participate in the THSCP Multi-Agency Safeguarding Training Offer, and co-operate with the THSCP's and borough's Section 175 School Safeguarding Audit cycle.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, carers, foster carers, and adoptive parents. Staff refers to all those who work for the school or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

7. ROLES AND RESPONSIBILITIES

The Governing Body have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, ensuring that school's safeguarding policies and procedures, including the current Child Protection and

Safeguarding Policy are compliant with legislation, statutory guidance, reflect local safeguarding arrangements and are effective for the educational setting.

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school the Safeguarding Link Governor is Dr Phillip Bennett-Richards.

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

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

Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead/ SPOC Prevent	Victoria Browning	browningv@bow-school.org.uk
Deputy DSL	Dave Jones	jonesd@bow-school.org.uk
Deputy DSL	Anna Moyes	moyesa@bow-school.org.uk
Deputy DSL	Mehmet Emin	eminm@bow-school.org.uk
Deputy DSL	Theresa Lyne	lynet@bow-school.org.uk
Deputy DSL	Patricia Mulholland	mulhollandp@bow-school.org.uk
Deputy DSL	Max Deckers-Bowber	dowberm@bow-school.org.uk
Designated Teacher for Looked After Children	Mr Akiqur Rahman	rahmanmuha@bow-school.org.uk
Local Authority Designated Officer (LADO)	Melanie Benzie	lado@towerhamlets.gov.uk TEL: 020 7364 0677 / 07903238827
Chair of Governors	Danny Hassell	hasselld@bow-school.org.uk
Channel Helpline		020 7340 7264

Other Important Contacts

- Anna Moyes: AHT for Educational Trips and Visits (EVC)
- Charlotte Powell: SENCO
- Cheryl Robertson: Vetting of visitors and staff
- Sam Cook Lettings & Data Protection
- Dr Phillip Bennett-Richards Named Governor for Prevent/Medical Needs and Safeguarding

The DSL is a member of the Senior Leadership Team. Our DSL is Ms Victoria Browning, Assistant Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL is also available by emailing her on browningv@bow-school.org.uk or by raising a concern on safeguarding@bow-school.org.uk.

During the school holiday time the safeguarding@bow-school.org.uk email address will be monitored by a member of the Safeguarding Team who will be able to respond to any concerns raised.

When the DSL is absent, the Deputy DSL Anna Moyes, Assistant Head teacher moyesa@bow-school.org.uk will act as cover. If the DSL or Anna Moyes is not available any safeguarding concerns should be raised with a member of the Extended Safeguarding Team.

If there is an immediate concern about a child or their family any member of staff can phone the MASH for advice and guidance if the DSL/DDSL are not available.

Contact Details:

MASH Tower Hamlets 020 7364 5006 option 3
Extensions: 5606/5601/5358/7796

If the concern arises out of office hours (after 5pm and weekends) contact 020 7364 4079.

Any calls made to MASH should always be logged using My Concerns the school safeguarding platform.

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

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

All staff have a responsibility to report safeguarding concerns through the My Concerns safeguarding platform. Any urgent concerns which place a risk to the child's life must be reported immediately to the Safeguarding Team by escorting the young person to the safeguarding office. **If the concern is deemed as urgent the child should not be allowed to go home until a member of the safeguarding team has met them and assessed the level of concern.**

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

All staff are expected to keep the school values at the core of their daily conduct and understand that they have a legal duty to safeguard the child. Ultimately, the best interests of the child must be at the centre of all decision making, behaviours and action taken in relation to children.

8. RIGHTS OF THE CHILD

The school upholds the human rights of the child in accordance with the Human Rights Act 1998.² It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights of the child across its safeguarding policies and procedures:

- **Article 3:** the right to freedom from inhuman and degrading treatment (an absolute right)
- **Article 8:** the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- **Article 14:** requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- **Protocol 1, Article 2:** protects the right to education.

In accordance with the Equality Act 2010, we ensure young people are not unlawfully discriminate against because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Further information can be found in the Bow School Equalities Policy.

Bow school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race- who may be at a disadvantage and be disproportionately vulnerable. Where necessary positive action will be taken to deal with particular disadvantages affecting a student with a particular protected characteristic in order to meet their specific needs to enable them to fulfil their potential.

In fulfilment of the school's Public Sector Equality Duty the school has due regard to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of 'adulthoodification' whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement.³ All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.⁴ The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. At Bow School we have an Equalities Policy which highlights our commitment to tackle and eliminate race discrimination.

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

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

Staff need to be aware that other children who may be potentially more at risk of harm include a child who:

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

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

10. CHILDREN IN NEED OF A SOCIAL WORKER

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

When making decisions about safeguarding, assessing potential risks, responding to concerns such as unauthorised/ persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services.

Bow School is committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have had an impact on the child beyond the duration of the involvement of statutory services. The school will co-operate with the Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.

Staff are expected to ensure that the correct provision is in place and that the education of vulnerable children continues and they are supported to learn and reasonable adjustments are made.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems.⁵ All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the impact of trauma and mental health on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

At Bow School we have built an extensive list of External Safeguarding Partners to support the emotional wellbeing of both staff and students. The Assistant Headteacher for Personal Development Lead is Ms Anna Moyes. The Assistant Headteacher for Wellbeing (Senior Mental Health Lead) and DSL is Victoria Browning. All referrals must go through the school's My Concern platform. The DSL alongside the CP Officers will make a decision as to the referral and support required.

12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

The most common reason for children becoming looked after by the Local Authority is as a result of abuse.

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

The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children. The Designated Teacher will work with the Virtual School to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's Personal Education Plan.

The Designated Teacher is Mr Akiqur Rahman who works with the Virtual School/s in ensuring that all LAC and PLAC students' educational needs are met and that they progress in their education.

The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support can be put in place.

13. SEND CHILDREN

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

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

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

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

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

All SEND students are protected through the schools safeguarding safety measures, their needs are effectively communicated and strategies are shared with staff to help these students' progress and stay safe. All staff are trained not to overlook any disclosures and to report them in the same way.

14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including child sexual abuse,

child sexual exploitation, child criminal exploitation or mental health problems. Staff should be alert to children already known to be vulnerable going missing from education especially children known to a Social Worker and Looked After Children.

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

On the first day of absence phone calls are made by the Assistant Head of Year and conversations are reported back to the Attendance Team. Texts are also sent out and the attendance protocol is followed which includes pre warning letters, fixed penalty notice warning, referral to the Attendance Welfare Officer, fixed penalty notices and court action.

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

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

15. ELECTIVE HOME EDUCATION

The school recognises that parents have a legal right to electively home educate their child; however, it is expected that the parents' decision to do this is made with their child's best educational interests at 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 Headteacher 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.

16. WHISTLEBLOWING

All staff members have a responsibility to raise concerns about poor or unsafe practice and potential failures in any aspect of the school's safeguarding arrangements. Staff should feel confident that such concerns will be taken seriously by the Senior Leadership Team. Staff must follow the school's Whistleblowing Policy.

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

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

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

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2022 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2022.

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

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

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

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

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207 364 0677

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

18. STAFF TRAINING INCLUDING TRAINING FOR GOVERNORS

All members of our workforce have been provided with, and have signed electronically to say that they have read, understood and will act upon, Part 1 of KCSIE, (September 2022) and Governors have been provided with and signed to say they have read, understood and will act upon Part 2 of KCSIE (September 2022). All staff are also trained on how to use the My Concern safeguarding platform prior to their issue of the log in.

All staff members will receive appropriate safeguarding training and regular safeguarding briefings. In addition, all staff members will receive safeguarding updates and electronic testing to show their understanding on key concepts. These will be undertaken as part of staff meetings when they arise and safeguarding will be a standing item on the agenda of every full Governors' meetings and every SLT line management meeting.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Policy, Whistle Blowing Policy, Part 1 of KCSIE (September 2022), role of the Designated Safeguarding Lead, key contacts, and What to do if a Child discloses abuse.

Members of the Extended Safeguarding Team (EST) have been allocated specialist areas and will be upskilled in these areas through additional courses to ensure we are more equipped to support out contextual safeguarding themes. The DSL, DDSLs and DSOs undertake further multi-agency safeguarding training in addition to the whole school training. This is undertaken regularly and shared across the EST to raise awareness and understanding of the impact of the wider agenda of safeguarding issues. It also supports both the DSL and DDSL's to be able to undertake their roles and support the school more effectively in ensuring our safeguarding arrangements are robust and help to achieve better outcomes for the pupils in our school.

Our School Governing Body has access to safeguarding training within the school which is completed annually. The Safeguarding Governor also undertakes training specifically on the safeguarding responsibilities of the Governing Body in line with Part 2 of KCSIE. In addition to this training the Safeguarding Governor also accesses additional safeguarding training throughout the year through Safeguarding Inset training and termly support from the DSL on key aspects relating to contextual safeguarding.

At least one member of a recruitment panel will have undertaken safer recruitment training. This is updated annually to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

19. VISITORS

Visitors receive communication through our sign-in procedures and are escorted by a member of staff if they enter the school site. There is a risk assessment in place for events and occasions such as Parents Evenings. A robust quality assurance process is conducted prior to any external speakers being invited into the school.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding

responsibility **remains with the school**. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the PACE Code C statutory guidance.

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Risk assessments are in place for all on site arrangements and a vetting process is used to ensure that all organisations and individuals meet the expectations. Furthermore, individualised risk assessments are sourced. All proposals for off-site trips are presented to SLT prior to them being agreed. The Child Protection and Safeguarding policy is adhered to for all trips and visits.

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

21. IDENTIFYING ABUSE

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

The school is aware that children can be at risk of abuse, harm and exploitation outside of the family home. Such extra familial harms include sexual exploitation, criminal exploitation, serious youth violence, and abuse that occurs on digital and online platforms. All staff especially the DSL and EST must consider whether children are at risk of harm and exploitation in environments outside the family home. All staff should therefore apply a contextual safeguarding approach when safeguarding children in the setting.

22. INDICATORS OF ABUSE

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

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

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

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

The DSL is aware of the borough's [LBTH Neglect Guidance](#) toolkit and all school staff understand their important frontline role in identifying children who may be suffering from neglect.

23. VOICE OF THE CHILD

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.

There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted

relationships with children and young people which facilitates communication and the sharing of concerns.

Staff are made aware of and promote the systems in place at Bow School in order to enable children to share their concerns and report abuse confidently. Each concern will be taken seriously by staff and action will be taken to safeguard and protect them.

All of our children have PSHE lessons, assembly programme, tutor programme, at least one tutor, a non-teaching Assistant Head of Year, Head of Year and SLT link. Children can disclose any issues to any member of staff at any time that they find fit. Furthermore, children can access our walk in Place to Talk counselling service at break and lunch.

SAFEGUARDING ISSUES

24.CHILD SEXUAL EXPLOITATION

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

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

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

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

Children who:

- Are in possession of multiple phones and are overly anxious to check their phones
- Experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- Have older boyfriends or girlfriends

- Suffer from sexually transmitted infections or become pregnant
- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education

We deliver a spiral PSHE curriculum that is age appropriate and reacts to local and national situations. All of our provision promotes a safe environment for children to discuss issues.

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

25. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

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

CCE can include children being 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. Children involved in CCE often commit crimes themselves, however 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 at 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 that some of the indicators of CCE include children who:

- Are in possession of multiple phones/ overly anxious to check their phones
- Experience sudden changes in behaviour
- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation

- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- 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 forms 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, 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/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

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society [County Lines Toolkit For Professionals](#).

26. 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.

27.ONLINE HARM

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

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, which 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 to protect and educate the whole school 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 that should form the framework for school's approach to Online Safety:

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

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

Where 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), which provides early intervention where children 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.

We use London Grid for Learning's Web Screen System that enables us to filter and prevent access to inappropriate sites. Impero is installed on all PC's and laptops within the school which provides staff with the ability to monitor and manage students as they are using these devices and additionally automate the capture of flagged words detailing the severity, category and time of the flagged incident.

Furthermore, our online learning platform, Google Workspace has been configured to restrict certain services such as YouTube and prevent outside sources from joining remote lessons in addition to the ability to monitor activity on the platform. We regularly review the effectiveness of the Web Screen System to ensure it meets the needs of our setting.

Bow 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 part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information and access to setting up online safety controls on the safeguarding website. We also run parent workshops alongside our External Safeguarding Partners to raise awareness of online safety and strategies that can be used if a parent has concerns their child may not be safe online.

The use of mobile phones is not permitted on the school site, they must be out of sight and use. Under special circumstances groups of children can be granted permission to make use of devices by the Headteacher if the use is to promote educational purposes and required for the course/ curriculum. Further information can be found in our Online Safety Policy and the ICT Acceptable Use Policy.

Staff should report Online Safety concerns about pupils through the My Concerns safeguarding platform. 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 environment should be no different than the face-to-face world. For most children there is little distinction between both worlds as the two environments often 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.

Staff Use of Mobile devices

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. Please refer to the Behaviour Policy/Staff Conduct, Data Protection and Freedom of Information.

28. 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 and is not restricted to the family home. The person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be “personally connected”. Domestic Abuse may involve a range of abusive behaviours, which may be a single incident or a pattern of abuse, including physical, sexual, emotional, economic and coercive and controlling behaviour.

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 impact on children and have a detrimental and long-term effect on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home. Children can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as *‘teenage relationship abuse’*.

Bow School has signed up to the Metropolitan Police’s Operation Encompass project. 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 notify the school’s Designated Safeguarding Lead before the child arrives at school the following day, so that the school can provide ‘silent support’ to the child.

29. SO-CALLED HONOUR-BASED ABUSE

So-called ‘Honour’-Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), Forced Marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated. Professionals in all agencies, individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered Honour Based Abuse.

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

Female Genital Mutilation

In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003. In July 2020 the HM Government Multi-Agency Statutory Guidance was updated. 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**.

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 DSL of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

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.

Forced Marriage

In England and Wales, the practice of Forced Marriage is a **criminal offence** under the Anti-Social Behaviour, Crime and Policing Act 2014. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fcdo.gov.uk.

In June 2022 the Right to Choose Government Multi-Agency statutory guidance on dealing with Forced Marriage was updated.

Virginity Testing and Hymenoplasty

The government has made it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022.

It is also illegal for UK nationals and residents to do these things outside the UK.

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance [Virginity testing and hymenoplasty: multi-agency guidance](#) (July 2022).

30. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is an important part of the schools safeguarding of its pupils. Bow School will ensure **ALL staff** including Governors adhere to their duties in the Prevent guidance 2021 to prevent radicalisation.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure All Staff and Governors implement the duty effectively
- Ensure the risks of radicalisation are referred to within all relevant policies including visitors anti bullying and Online Safety

Bow School will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures for the child's Local Authority. We will seek to work in partnership with Prevent Co-ordinators, social, health and police agencies in, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we will consider the guidance contained on the Tower Hamlets website.

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

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments
- Give them confidence to explore different perspectives, question, and challenge

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. Please refer to the school's Online Safety policy.

Bow School continues to train and update its staff on Prevent. The assembly, PSHE and tutor programme enable pupils to discuss issues of religion, ethnicity and culture and promotes fundamental British Values as part of the spiritual, moral, social and cultural education.

Additional Contact Details

In LBTH the Prevent Education Officer is Eleanor Knight
Eleanor.Knight@towerhamlets.gov.uk

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

Alternatively, you can telephone 0800 011 3764 for the National Police Prevent Advice line or visit actearly.uk/contact.

If an immediate concern call the police on 999

31. CHILD-ON-CHILD ABUSE

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. We understand that we as a school need to have clear procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school. We do this through staff training in the delivery of Character and Wellbeing, Relationships and Sex Education and workshops delivered by external agencies. We also do this through our implementation of the behaviour policy, communication to children and parents in writing and in our daily interactions with them.

All staff should understand, that even if there are no reports in the schools it does not mean it is not happening, it may be that it is just not being reported. Child-on-Child abuse is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MASH.

Child on Child abuse can take many forms and may be facilitated by technology. It is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory
- Bullying (including cyberbullying and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse (including an online element which facilitates, threatens or encourages physical abuse)
- Sexual assaults and harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual or non-consensual sharing of nudes/semi-nude images/videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner

As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Bow school adopts a Zero Tolerance Approach to child-on-child abuse. It is important that all staff are aware:

- of the importance of never tolerating or dismissing child-on-child abuse as “*banter*”, “*part of growing up*”, “*just having a laugh*” or “*boys being boys*”
- of challenging behaviours
- That dismissing or tolerating such behaviours risks normalising them

The school recognises that some groups (eg SEN children, LGBT+ children) are potentially more at risk of child-on-child abuse. The school is working hard to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle child on child abuse.

Allegations of child-on-child abuse will be recorded on My Concerns, investigated and dealt with in accordance with the schools Anti Bullying Policy (available on the school website) on a case-by-case basis. Risk assessments are also in place for all perpetrators. To minimise the risk of child-on-child abuse Bow School educates our children through our PSHE, assembly and tutor programme and ensure that all of our children are aware of and follow the school's Behaviour Policy. To minimise the risk of child-on-child abuse the school endeavours to ensure that preventative measures are in place, students are open to discussions about acceptable behaviour and explore measures about online risks.

Where appropriate, the school will liaise with other agencies (including the Police) after an allegation has been made (including by way of support to the relevant parties).

32. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur when a group of children sexually assault or sexually harass a single child or a group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability.

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

In response to reports of child-on-child abuse Bow School will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

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

Staff should be aware of the importance of:

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

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

All Staff need to be aware of the following:

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

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children's Services via the Multi Agency Safeguarding Hub.

It is important school staff (and especially Designated Safeguarding Leads and their Deputies) understand consent. This will be especially important if a child is reporting they have been raped.

Sexual Harassment

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a

child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual Harassment may include the following:

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

On a case-by-case basis the school will liaise with Children's Services and the Police as well as specialist services as part of the immediate response to child-on-child sexual harassment and the ongoing support for all the children involved.

Harmful Sexual Behaviours

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Bow School takes seriously its duty to respond appropriately to all reports and concerns about children's sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children's Services, the Police and other specialist services.

Reporting Sexual Violence or Sexual Harassment

A victim should never be made to feel ashamed for making a report and should be reassured they are being taken seriously, and that they will be supported and kept safe. At Bow School we have a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Part 5 of KCSIE September 2022.

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). Where a report has been made of sexual violence the DSL will make an immediate needs and risk assessment. It is likely that professional risk assessments by social workers and or sexual violence specialists will also be completed.

The risk assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other people involved, (children, adult students and staff) at the school, any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms

All reports will be managed on a case-by-case basis which will lead to one of four outcomes:

- Case managed internally through the behaviour system with pastoral support
- Early help support provided for victim and perpetrator
- Referral to children's social care
- Reporting to the police (alongside a report to CSC)

When to call the Police:

The NSPCC have released guidance for schools on child centred policing and we use this guidance and the framework for reporting to help us decide how and when to involve the Police in school related incidents.

The full guidance can be accessed at:

<https://www.safe4me.co.uk/wp-content/uploads/2020/02/CYP-schools-guide.pdf>

33. 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 young people under the age of 18 online. The term 'nudes' is used by children and covers all types of image sharing incidents. Alternative terms used by children include 'dick 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 Air Drop 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 Young People:

- Find nudes and semi-nudes online and share them claiming to be from a peer
- Digitally manipulate an image of a young person into an existing nude online

- Use images created or shared 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 reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, [Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020](#).

The school may confiscate any device or images that contains indecent images of any kind and insist that these images are deleted. As and when these images come to light, the school reserve the right to confiscate phones, inform the appropriate authorities including MASH and the Police.

Parents on most occasions will be informed, if it is in the interests of the child to do so, and a safety plan put into place to further prevent these situations from occurring or resurfacing. Any child known to have these images will be requested to pass over their mobile devices and in most cases delete these images, unless they are required by the authorities.

34. 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.

35. HOMELESSNESS

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The DSL will raise concerns at the earliest opportunity about a family at risk of homelessness through the [Tower Hamlets Homeless and Housing Options service](#).

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance.

36. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

The DSL will ensure that the children concerned are supported and where appropriate make use of the guides provided by the HM Courts & Tribunals Service for [children 5-11-year olds](#) and [12-17 year olds](#).

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too.

Where appropriate parents can be signposted to the Department of Justice's [information toolkit](#) for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

37. CHILDREN WITH FAMILY MEMBERS IN PRISON

An estimated 310,000 children every year have a parent in prison in England and Wales and 10,000 visits are made by children to our public prisons every week. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The DSL will draw upon the resources and guidance offered through [The National Information Centre on Children of Offenders](#) (NICCO) to support the children involved and mitigate negative consequences for those children.

38. PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL, who will notify the Local Authority through a MASH referral, as set out in the THSCP Multi-Agency Private Fostering Guidance (January 2022). The Local Authority will check the arrangement is suitable and safe for the child in accordance with the [Private Fostering statutory guidance](#).

39. YOUNG CARERS

A young carer is a person aged 18 or under who cares, unpaid, for a friend or family member. This can include, but is not limited to a person with:

- a long-term illness or condition
- a physical or learning disability
- a substance misuse problem
- a mental health problem

The support provided by a child can vary based on the condition of the person they are caring for, but typically young carers provide a combination of personal (such as helping to dress or bath them), practical (such as cooking, cleaning and shopping) and emotional care (such as talking through their concerns with them). It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs.

The DSL and Extended Safeguarding Team will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (2020) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk

40. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

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

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

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

41. MODERN SLAVERY

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

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

The DSL or member of the Safeguarding Team will refer all potential child victims of modern slavery to the Local Authority via MASH that the child lives in.

42. TAKING SAFEGUARDING ACTION

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

- In an emergency take the necessary action to help the child (including calling 999)

- Report your concern as soon as possible to the DSL, no later than the end of the day. **If there is imminent danger take the child to the Safeguarding Office-do not let the child leave site**
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Record the incident on the My Concerns platform
- Seek support for yourself if you are distressed. We have two supervisors which can be accessed via our Place to Think Service or via the HR Manager

43. EARLY HELP

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

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

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed on page 9 of this policy.

An EHA is completed if the child exhibits repeat behaviours that fall short of the Behaviour Policy or whereby it is ascertained that the family require further support. Meetings are held to support all children which include team around a family or child. Alongside the EHA, a referral will be completed to one of the agencies in our external safeguarding partnerships to ensure the family or young person receives the necessary support. The DSL will contact the LBTH Early Help Hub for support and advice if required.

LBTH Early Help Hub:
0207 364 5006 (option 2)

Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via <https://bit.ly/2AA2WNY>

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

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

Child Protection Advice Line
020 7364 3444

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

44. HANDLING THE SHARING OF CONCERNS

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within the school.

The key principles are IF:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional

You **RECORD AND REPORT**:

- Respond without showing any signs of judgement, anxiety or shock
- Enquire casually about how an injury was sustained or why a child appears upset E.g. How did you?
- **Confidentiality must never be promised to young people, or adults in this situation**
- Observe carefully the demeanour or behaviour of the child
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure)
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what they want until enough information is gained to decide whether or not a referral is appropriate
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is, BUT you must ensure the questions are open and give the child the ability to clarify

- It is important NOT to ask leading questions e.g. Did ----- Was it --- ?
- It is important to know when to stop asking questions and listen ㊦
- It is important not to interrogate

Types of questions you can ask:

- Tell me? (tell me what happened)
- Explain? (explain what you meant by) ·Where did this happen/where were you?
- When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they gave you.

Then report to your DSL or DDSL immediately. If they are not available, contact MASH.

Staff **MUST NOT**

- Investigate suspected/alleged abuse themselves

- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the designated staff or MASH
- Speak to the parents until you have had a conversation with your DSL/MASH
- Promise to keep it a secret

In most cases parents are informed unless it is deemed as unfit to do so and not in the interests of the child's safety.

45. CONFIDENTIALITY AND SHARING INFORMATION

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a Deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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

Any member of staff can contact Children's Social Care if they are concerned about a child but should inform the DSL as soon as possible that they have done so. It is also good practice to get the name of the Duty Social Worker who handled the concern in case it needs to be escalated further.

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

In the majority of cases, consent for sharing information is gained from the parent/carer when information is passed on to the partners of the school such as MASH and the Police. However, there may be occasions whereby seeking consent can place a child at further risk. Therefore, on these occasions, the School reserves the right not to seek parents' permission. Bow School will pass on all files to the relevant FE/educational providers at the relevant times without seeking Parents'/Carers consent.

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

46. REFERRING TO CHILDREN'S SOCIAL CARE

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

LBTH Multi-Agency Safeguarding Hub:

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

Child Protection Advice Line:

020 7364 3444

When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response required in accordance with the LBTH Thresholds Guidance. If the child is already known to Children's Social Care, then the DSL will communicate safeguarding concerns with the allocated Social Worker.

Safeguarding referral (School Process)

Disclosure by child

Disclosure reported to SG team. Ensure child is currently safe. If child is not safe and the danger is imminent call the police 999.

If disclosure is out of school, call Bow School and ask to speak to Ms Browning DSL, Ms Patricia Mulholland or Ms Theresa Lyne. Parents or third parties can email safeguarding@bow-school.org.uk for out of hours disclosures or request for information.



Risks associated checked by SG team. Decide if the child is safe to go home (if in school)



Child information checked for clarity and history trawl completed by SG team



DSL informed



Call made to MASH 0207 364 5006 and select option 3 or 0207 364 5601/5606
9am to 5pm Monday to Friday /Social worker Other contacts:
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)
020 7364 4079
Police Child Abuse Investigation Team (CAIT) 020- 8217 6484
(or use 999 if not available)



If appropriate parent permission sought



Written referrals completed using LBTH or relevant borough forms/ Police or relevant authorities called if necessary. Referral added to My Concerns platform to enable monitoring.

47. ESCALATION PROCEDURES

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

In accordance with the Tower Hamlets Threshold Guidance (Appendix D) the DSL will first make contact with the Team Manager followed by the Service Manager followed by the Divisional Director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.