



# CHISENHALE PRIMARY SCHOOL SAFEGUARDING & CHILD PROTECTION POLICY

September 2021



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Chisenhale is a **Unicef Rights Respecting School**. Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

"Safeguarding is everyone's responsibility. Every pupil at the school has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at the school, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and school leaders will respond if they are worried about a child."

**Sharon Taylor, Head Teacher**

## keeping young people safe is our top concern.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the head teacher. If you are still worried or do not feel able to share your concern with us you can:

- Speak to Sharon Taylor the head teacher, on 0208 980 2584
- Contact Tower Hamlets Children's Services 0207 364 3444 / 5601 / 5606 (Out of hours – 020 7364 5006 Option 3)

### Who this document applies to

This document applies to all young people under 18 at the school.

This Child Protection Policy applies to all staff, volunteers, visitors and governors; all the procedures have been written in accordance with Keeping Children Safe in Education 2021 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

Everyone working at the school as a member of staff or volunteer and the Governors, have a duty to safeguard and protect our young people. They must read this policy and sign to say they agree to work to it.

Visitors to the school such as contractors and visitors must read our safeguarding statement.

## Valuing diversity

### Our mission

**At Chisenhale we strive to ensure our children spend their day learning together for a better future. We see our children as developing into responsible citizens and our school as a world of possibilities.**

**Our curriculum gives our children breadth of learning with experiences which embrace their physical, spiritual and emotional development. They have time to think, play and thrive as an individual and as part of a community in a supportive, caring and challenging environment.**

**To achieve this we work to clear principles that guide our work and response to any concerns.**

Difference is central to our strength as a people. We promote inclusive behaviours that empower children to make choices that are right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies to consider whether hurtful behaviour or comments affects children and take action accordingly. If staff or volunteers behave in a way that discriminates against particular groups we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

### Availability

This child Protection Policy and Procedures are available

On the school website

In the staff Shared Drive

In the School Staff Handbook and at staff induction & training

At the school office

At Parent induction

## 1. CORE SAFEGUARDING PRINCIPLES

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

These 6 core principles are embedded within the school's safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Chisenhale Primary 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 ensure consistent good practice throughout the school.
- To demonstrate the school's commitment to safeguarding to the whole school community: pupils, parents/carers and other partners.

## 3. SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002 (Local maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012



- Working Together to Safeguarding Children 2018 (Updated December 2020)
- Keeping Children Safe in Education 2021
- What to do if you're worried a child is being abused 2015
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)

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

#### 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 about the Tower Hamlets Safeguarding Children Partnership can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

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

The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews,<sup>1</sup> participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's Section 175/157 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 has the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that school's safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective.

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<sup>1</sup> For more information on the Rapid Review process, Local Learning Reviews and Child Death Reviews, Working Together 2018 Chapters 4 and 5 should be consulted. Working Together 2018 paragraphs 25-27 provide more information on the expectation of school's role within the safeguarding partnership arrangements.



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

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

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

## Who's Who

**Sharon Taylor-Sezgin** is the designated safeguarding lead, as well as being the head teacher. This means she has lead responsibility for the wellbeing and protection of all students at the school, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil needing additional care or protection.

Sharon can be contacted on 0208 980 2584.

**Mairead McCarthy** is the Deputy Safeguarding Lead, SEN/dCo and Designated Teacher. She works closely alongside Sharon to be fully aware of the needs of students across the school and is able to take any necessary action in Sharon's absence.

Mairead can be contact on the same number: 0208 980 2584

**Neil Cunningham** is the Chair of Governors and can be contacted on the school number (0208 980 2584), or by email: [ncunningham14.211@lgflmail.org](mailto:ncunningham14.211@lgflmail.org)

**Jenny Lowe** is the designated Safeguarding Governor. She also can be connected at the school, or via her email address: [Jlowe37.211@lgflmail.org](mailto:Jlowe37.211@lgflmail.org)

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

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

All staff have a responsibility to report safeguarding concerns immediately to the DSL. The DSL should be spoken to in person, about any immediate concerns. Staff record on the CPOMS system which will alert the Designated Safeguarding Lead (Sharon), and the Deputy Designated Safeguarding Lead, Mairead.

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

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

## 8. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM

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

A Child who:

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

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

## 9. CHILDREN IN NEED OF A SOCIAL WORKER

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

When making decisions about safeguarding, carrying out risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral

and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services.

All children who have been known to a social worker remain on the school 'Vulnerable Children' list. These children are discussed at regular meetings by the Leadership and Pastoral Team. Any necessary interventions are put in place and monitored. These may relate to support from a Learning Mentor, School Therapists or be academic interventions.

## 10. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

**Sharon Taylor is the trained Mental Health Lead in the school.**

The school has an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems. All staff recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff are also 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead and deputy. This should be done by completing and passing a CPOMs record under the 'Safeguarding' heading.

From here the senior staff will consider the most appropriate action to take which can include referral to CAMHs.

## 11. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

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

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

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

Staff have the skills, knowledge and understanding to safeguard Looked After Children and Care Leavers. The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children. Virtual School headteachers are responsible for the progress of children Looked After. Mairead McCarthy is the named member of staff responsible for Looked After Children. In the event of there being a LAC in the school, she will liaise with the Virtual School Headteacher. Sharon Taylor is the Deputy lead for Looked After Children.

The Governing Body of Chisenhale Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. We recognise that, nationally, there is considerable educational underachievement amongst Looked After Children, when compared with their peers, and are committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000 and the Children Act (2004). The Children Act places a duty to safeguard LAC, to promote their educational achievements and to ensure that they are able to 'achieve to and reach their full potential'.

The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- prioritising education
- promoting attendance
- targeting support
- having high expectations and raising aspirations
- promoting inclusion – changing and challenging attitudes
- achieving continuity and stability • early intervention and priority action
- listening to children • promoting health and wellbeing • minimising exclusions and promoting stability
- working in partnership with carers, social workers and other professionals. #

#### IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher for Looked After Children who will act as their advocate and coordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.
- Ensure Personal Education Plans (PEPs) are in place for all Looked After Children.

The Governing Body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

## 12. SEN/D CHILDREN

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

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

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

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

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

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

We identify pupils who might need more support to be kept safe or to keep themselves safe by:

- reviewing and identifying pupils and their needs as part of vulnerable children meetings
- planning to meet identified needs
- reviewing the impact of plans on outcomes for children and adapting planning in response to these

## 13. 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 are 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 are also alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay, including through first day calling and home visits where contact cannot be made. Further details of the processes and procedures to be followed can be found in the school's attendance policy. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

- a. Leave school to be home educated
- b. Move away from the school's location
- c. Remain medically unfit beyond compulsory school age
- d. Are in custody for four month or more (and will not return to school afterwards)
- e. Are permanently excluded We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name and pupil's new school and their expected start date. When a pupil does not return to school and the whereabouts of the child and their family are not known after the school has made initial inquiries, the school must refer to the Local Authority using a Missing Children referral form.

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



#### 14. ELECTIVE HOME EDUCATION

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

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

#### 15. WHISTLEBLOWING

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

We are pivotal to promoting good practice and professional conduct through the organisation. Staff must be committed to providing a high standard of service and that young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or the Tower Hamlets local authority designated officer.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms. Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers

d) Anything which is not in the best interest of the young person or the organisation

e) Anything which is illegal or unacceptable behaviour.

The Whistleblowing Policy is available on the Staff Shared area and is a document which staff receive every year when it is updated. Staff are expected to read it and confirm they have done so.

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](https://nspcc.org.uk/whistleblowing).

## 16. ALLEGATIONS AGAINST STAFF & REPORTING OF LOW-LEVEL CONCERNS

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

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

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

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

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

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

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

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

**Email:** [Melanie.Benzie@towerhamlets.gov.uk](mailto:Melanie.Benzie@towerhamlets.gov.uk) or [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)

**Telephone:** 0207364 0677

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

## 17. STAFF TRAINING

All staff have regular training on areas related to child protection.

### **New staff:**

Mandatory Induction Training.

This will include:

- the child protection policy;
- Keeping Children Safe in Education
- the behaviour policy;
- the staff code of conduct;
- the safeguarding response to children who go missing from education;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2021))

**Designated Safeguarding Leads:** attend at least 12 hours of training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals.

They attend the Local Authority DSL updates throughout the year and keep up to date with the school subscription to the Safeguarding Network.

**All other staff:** will receive regular safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will include, but is not limited to, specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, online safety (use of ICT, the Internet and Social Media), forced marriage, violence against women and girls, peer on peer abuse, involvement in gangs, drugs and neglect. All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The annual update includes a review of and training on the school's child protection policy and Keeping Children Safe in Education. All staff will be asked, on an annual basis following training, to sign to say they have read and understood the school's child protection policy and KCSIE part 1 and/or to indicate any questions they have/further training they would like.

In addition to annual updates safeguarding briefings will be provided for staff on at least termly. We will also make use of serious case reviews in staff safeguarding sessions.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process. Updates will be provided through training and via the staff email group.

A record of training attend by all staff will be maintained by the designated safeguarding lead.

Any staff who are unable to attend training sessions will be provided with an alternative date/time to undertake the training.

Identified key training will include an assessment of knowledge and understanding to be carried out by all staff following completion of the training.

## 18. VISITORS

The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities. The school requests and ensures receipt of written confirmation from any group/club that relevant checks have been carried out and the staff involved in the provision are suitable to work with children. Appropriate checks will take place for all occasional visitors (e.g. by searching for the person or company on the internet). Visitors will be asked to provide evidence of checks (DBS) prior to the visit commencing. The school recognises that some visitors may not hold a DBS check due to the nature of their role/the purpose of the visit. These visitors will be accompanied by a member of school staff at all times. All visitors are expected to sign in and state they have read the Safeguarding Statement to ensure that they uphold the values and policies of the school.

## 19. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Extended School childcare provision is delivered by school staff and is subject to risk assessments and safeguarding procedures in line with the usual school day.

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.

All off-site activities are subject to a risk assessment completed on the EVOLVE system, which is checked by the Headteacher.

Where other organisations provide service or activities on the school site the school will undertake checks ahead of the visit to ensure they have the correct procedures in place, including safer recruitment procedures.

When pupils attend off-site activities, including day and residential visits and work-related activities, the school will undertake checks ahead of the visit to ensure they have the correct procedures in place, including safer recruitment procedures.

## 20. IDENTIFYING ABUSE

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

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

## 21. INDICATORS OF ABUSE

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

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

**Emotional** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from



participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

The school is aware of the borough's LBTH Neglect Guidance toolkit and all staff should understand their important frontline role in identifying children who may be suffering from Neglect.

## 22. VOICE OF THE CHILD

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

[KCSIE 2021 Part 2 requires schools to have a Child Protection Policy that refers to the systems in place to facilitate children voicing their concerns and reporting abuse. According to KCSIE these systems need to be accessible, understood by all children and promoted throughout the school.

At Chisenhale we promote children talking about their experiences and emotions. . We work to ensure that all children can identify a trusted adult in school with whom they feel they can share concerns, feelings and anxieties.

We have boxes in the classroom where children can post a note to the teacher. We also have a drop-in sessions with the School Counselling Partnership Lead which children self-refer.

We have two members of staff trained to carry out Emotional Literacy Sessions with children, two Therapists and a Tower Hamlets Emotional Well-being Worker.

The school curriculum promotes the understanding of children keeping themselves safe and seeking help. This is not only within the PSHE curriculum, including Relationships Education, but also in other areas including the texts chosen in literacy, history lessons and of course On-line safety lessons. On-line safety is taught throughout the year in Computing lessons and across other areas of the curriculum.

Guidelines for Responding to an Allegation of Abuse from a Child

## General Points

- Keep calm – do not appear shocked or disgusted
- Accept what the child says without passing judgement (however unlikely the disclosure may sound)
- Look directly at the child
- Be honest
- Let them know you will need to tell someone else, don't promise confidentiality • Be aware the child may have been threatened and may fear reprisals for having spoken to you
- Never push for information or question the child as this can undermine any subsequent criminal investigation. If at any point a child decides not to continue, accept that and let them know that you are ready to listen should they wish to continue at any time.

## Helpful things to say or show

- Show acceptance of what the child says • "I take what you are saying very seriously"
- "I am pleased that you have told me. Thank you for telling me"
- If appropriate, "it isn't your fault and you are not to blame at all"
- "I am sorry that happened to you"
- "I will help you"

## Things not to say

- "Why didn't you say something before?"
- "I really can't believe it"
- "Are you sure this has happened?"
- "Why?" "Where?" "When?" "What?" "How?"
- Don't make a false promises to the child – like confidentiality – be honest now, any lies will be further abuse and betrayal
- Never make statements such as 'I am shocked' or 'don't tell anyone else'.

## Concluding the conversation

- Reassure the child that they were right to tell you. Let the child know what you are going to do next and tell them that you will let them know what is happening at each stage.

## 23. SAFEGUARDING ISSUES

### 24. CHILD SEXUAL EXPLOITATION

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

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

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

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

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

The primary PHSE and Relationships Education curriculum cover appropriate reference to CSE risks at an appropriate level of understanding for the age group.

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

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

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

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

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

- Children who are in possession of multiple phones and overly anxious to check their phones
- Children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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

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

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

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

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

As a primary school, Chisenhale is aware of the increased vulnerability of children under 10 years old being exploited because they are under the age of criminal responsibility.

## 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 HARMS

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

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

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

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

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

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



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

The school filtering and monitoring system is provided by LGFL and monitored and checked on a regular basis.

### Remote Learning

In some circumstances, it is necessary for staff to be teaching children from home, and for children to be learning at home. All staff are trained on the School Remote Learning Policy, which is available on the school shared drive and the school website.

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they work in a way that will safeguard and promote the welfare of all of the pupils at this school at all times. This includes the responsibility to provide a safe environment in which children can learn either at school or at home. Where staff are interacting with children online, they will continue to follow our existing code of conduct and the school IT acceptable use policy.

If a member of staff, or a parent has a concern, they should act immediately, following the school safeguarding procedures, as per the school Safeguarding and Child Protection Policy.

A Designated Safeguarding Lead or Deputy will always be available, in school or by telephone if working remotely.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **Staff Protocols**

Use of devices:

- Make sure devices used at home are password protected
- Use only your school accounts for school business, especially email as this is secure.
- Save documents onto the school server or Google drive

Google Meets:

- Remind everyone about behaviour expectations and implications at the beginning
- Remind parents they should be in the room

- Be aware of your own surroundings and who/what is visible to pupils and blur the background
- Send the link rather than an invite so the pupils can't join until you are ready
- Where possible do have two adults in a meet – especially the large class ones
  - Position the screen sensitively if others are in the house
  - Planned 1:1 meetings: parents should be told at the beginning of each meeting that for safeguarding purposes the meeting is recorded and held on the school server for one week, then automatically deleted.
  - If you are in a 1:1 meeting with a child because other children have not turned up or have left, let a senior member of staff know so that it can be logged.

#### Phone calls:

- Use secure online systems to retrieve parent telephone numbers, do not keep written lists at home unless you can lock them away and guarantee safe disposal.
- Always withhold your number when using personal telephones
- When speaking to a child ask for the phone to be on speakerphone and a parent to remain present
- Hold conversations privately
- Always remember to record on the school system contact with family – or failed contact.

#### Content:

- Do not upload content for children that you have not watched yourself
- Do regularly remind pupils of internet safety

Due consideration should be put in place by staff before sharing photos or video as to whether there are any issues regarding safer care and professional conduct, online safety or other safeguarding elements.

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.

The school has an Online Safety Policy which is reviewed annually, or when there is a breach or new information or guidance. Part of this policy is that risk assessments are undertaken for use and monitoring takes place. Additionally there are staff and pupil Acceptable User Agreements.

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

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

Adults should only use equipment provided or authorised by the school to make/take images and should not use mobile telephones or any other similar devices to make/take images. Staff and volunteers must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to pupils unless the need to do so is agreed in writing with senior management.

## 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. Domestic Abuse may involve a range of abusive behaviours including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

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

School has signed up to the Metropolitan Police's Operation Encompass system and on receipt of a notification from the Police will provide appropriate support to the child or children concerned, who attend the school. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will inform the school's Designated Safeguarding Lead before the child or children arrive at school.

the following day. The purpose of Operation Encompass is to enable the school to provide 'silent support' and is not intended to replace statutory procedures.

## 29. SO-CALLED HONOUR-BASED ABUSE

including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

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

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

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

### Female Genital Mutilation

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

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding.

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
  - mother or a sister who has undergone FGM
  - girls who are withdrawn from PSHE
  - visiting female elder from the country of origin
  - being taken on a long holiday to the country of origin
  - talk about a 'special' procedure to become a woman
- Symptoms of FGM FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country

(especially before the summer holidays), or parent who wish to withdraw their children from learning about FGM.

Staff should not assume that FGM only happens outside the UK. Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from the classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional with being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

There are particular characteristics of FGM that front-line professionals should be aware of to ensure that they can provide appropriate protection and support to those affected. The following principles should be adopted by all agencies in relation to identifying and responding to those at risk of, or who have undergone FGM, and their parent(s) or guardians:

- the safety and welfare of the child is paramount;

- all agencies should act in the interests of the rights of the child, as stated in the United Nations Convention on the Rights of the Child (1989);
- FGM is illegal in the UK;
- FGM is an extremely harmful practice - responding to it cannot be left to personal choice;
- accessible, high quality and sensitive health, education, police, social care and voluntary sector services must underpin all interventions;
- as FGM is often an embedded social norm, engagement with families and communities plays an important role in contributing to ending it; and
- all decisions or plans should be based on high quality assessments (in accordance with 'Working Together to Safeguard Children' (2018) 6 statutory guidance in England, and the 'Social Services and Wellbeing (Wales) Act Part 3 Code of Practice – assessing the needs of individuals' (2015)7 .

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

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

### Breast Ironing

#### **What is breast ironing?**

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

#### **Why does breast ironing happen?**

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

#### **Breast ironing is physical abuse**

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

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

#### **Breast Ironing in the UK**

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

### Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a



person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk).

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

### 30. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

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

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

Chisenhale holds a Prevent Risk Assessment and Prevent Checklist which is to be reviewed bi-annually, or on receipt of new information or guidance. This references and follows the statutory guidance Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of



pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. There is an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.

Chisenhale has a wide curriculum which includes visits and visitors, as well as texts and assemblies to ensure British Values are promoted and the spiritual, social, moral and cultural as well as physical and mental wellbeing of the children are developed.

The staff understand that the school is subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Chisenhale is a safe spaces in which children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. However, staff are mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

Tower Hamlets assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This is shared with DSL's to understand the potential risk in the local area.

Chisenhale has robust safeguarding policies in place to identify children at risk, and to intervene as appropriate. The risk is considered and referrals are made to the MASH Team or Channel. Staff have Prevent Awareness training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They know where and how to refer children and young people for further help.

The school IT policies ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

In LBTH the Prevent Education Officer is Eleanor Knight [Eleanor.Knight@towerhamlets.gov.uk](mailto:Eleanor.Knight@towerhamlets.gov.uk).

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

### 31. PEER ON PEER ABUSE

Children may be harmed by other children. All staff recognise that children can abuse their peers and must follow the school's policy and procedures regarding peer on peer abuse. At Chisenhale school all incidents of peer on peer abuse are treated very seriously and all forms are unacceptable. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. School adopts a Zero Tolerance Approach to peer on peer abuse.

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

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

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

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

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

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

At Chisenhale Primary School we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

At Chisenhale the social and moral education within the curriculum, and the Right's Respecting School agenda which underpins the school's approaches, lead to minimising the risk of peer on peer abuse. The school's approach including emotion coaching and restorative justice practices, including always ensuring a restorative conversation, lead to a safe environment.

Allegations of peer on peer abuse are recorded on the school CPOMs system and directed to the DSL and Deputy DSL. The incident/allegation is investigated and procedures followed including safeguarding referral if appropriate. A risk assessment is completed to assess any risks to the victim, perpetrator or others, including the family of the perpetrator or children at any outside organisations they may attend. Support is put in place for the victim, others who may have been affected, and the perpetrator, recognising they too may be a victim.

## 32. PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

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

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

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

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

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

All Staff need to be aware of the following:

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

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

Sexual Harassment may include the following:

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

The school curriculum and procedures teach the children about the private parts of their body from the EYFS. Children from Year 1, in line with the school RSE policy, learn the scientific names of their body parts within a wider curriculum about keeping themselves safe.

Allegations of peer on peer abuse, including sexual violence or harassment, are recorded on the school CPOMs system and directed to the DSL and Deputy DSL. The incident/allegation is investigated and procedures followed including safeguarding referral if appropriate. A risk assessment is completed to assess any risks to the victim, perpetrator or others, including the family of the perpetrator or children at any outside organisations they may attend. Support is put in place for the victim, others who may have been affected, and the perpetrator, recognising they too may be a victim. This support will be assessed on a case by case basis, but may include a CAMHS referral.

### 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 children and young people under the age of 18 online. The term ‘nudes’ is used by young people and covers all types of image sharing incidents. Alternative terms used by children include ‘dick pics’ or ‘pics’.

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

Incidents may also occur where:

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

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

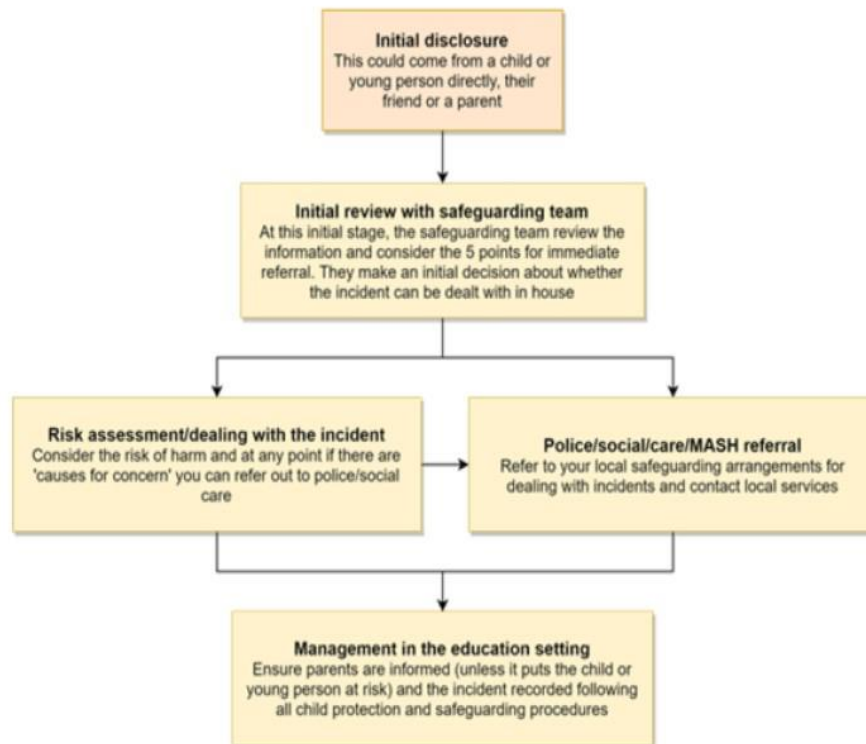
When handling disclosures of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately report the disclosure to the Designated Safeguarding Lead.

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in the setting:

- the incident should be referred to the DSL (or equivalent) as soon as possible
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- there should be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

Fig. 3 summarises the approach education settings should take when responding to an incident. This approach is outlined in this section.





It is important to note that a disclosure may not be a single event and the child and young person may share further information at a later stage therefore multiple reviews and risk assessments may be needed depending on the situation.

### 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/Pupil Behaviour Policy/Peer on Peer Abuse Policy.

Incidents must be recorded on the CPOMs system. A member of the senior team will complete a Tower Hamlets Incident form and submit to the Local Authority.

### 35. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of the contact details and referral routes to the Local Housing Authority so they can raise/progress concerns at the



earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property. Referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk or harm.

## 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.

There are two age appropriate guides to support children 5-11-year olds

(<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>)

and 12-17 year olds (<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>).

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool:

<https://helpwithchildarrangements.service.justice.gov.uk/> with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## 37. CHILDREN WITH FAMILY MEMBERS IN PRISON

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

## 38. PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes halfsiblings and step parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### 39. YOUNG CARERS

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled, has a mental health condition or misuses drugs or alcohol.

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

### 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 them to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance.

#### 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 action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, this should be directly to the DSL or Deputy DSL no later than the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record a CPOMS report, identifying it is a safeguarding concern
- seek support for yourself if you are distressed.

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

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

Early Help will be provided by the school, including support with parenting from the school's family Support Worker; support from the school counselling team; support from the THEWS team.

Early Help work will be planned, monitored and evaluated by the vulnerable children team which will meet at least twice a half-term. This panel is made up of the DSL and deputy DSL who is also the SEN/dCo, Learning Mentor and Parent Support Worker.

Early Help provision will include, but is not limited to:

- Learning Mentors providing support to vulnerable children in school
  - Completion of Early Help Assessments
  - EHA Reviews
  - Team Around the Child/Family meetings when there is a multi-agency approach
- Family Support worker working with parents/carers

Referrals will be made to Children's Social Care if the threshold has been met. The DSL will contact the LBTH Early Help Hub for support and advice if required: LBTH Early Help Hub: 0207 364 5006 (option 2) Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via <https://bit.ly/2AA2WNy> The DSL will apply the LBTH Thresholds Guidance to decide on what level of safeguarding response is required as part of the early help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Safeguarding Hub for a discussion.

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 DISCLOSURES

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

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

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

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

Parents will be notified as soon as is practicable. There are some circumstances when there will be a delay in informing parents. These include when further advice is needed and when informing the parents is considered to put the child at further risk of harm.

#### 45. CONFIDENTIALITY AND SHARING INFORMATION

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

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

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

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

Consent will be gained, if the referrer does not think that this will put the child at risk of further harm.

If the parent or carer cannot be contacted, and it is considered there is a need to refer on the day, then a referral will be made without 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.

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

## What to do if you're worried about a child at the school

### parents & visitors

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary call the Police on 999 or Tower

### staff & volunteers

The DSL should be spoken to about any Immediate concerns. Record on the CPOMS system which will alert the Designated Safeguarding Lead, Sharon Taylor

Hamlets on 0207 364  
3444 / 5601 / 5606



If you are concerned  
about **staff behaviour**  
**contact Sharon Taylor-**  
**Sezgin as the head**  
**teacher** on 0208 980  
2584



For other concerns  
**speak to your class**  
**teacher**



**We will contact you** by  
the next school day  
(sooner if required) to  
tell you that action has  
been taken



The DSL will assess the level of risk using  
the Tower Hamlets Multi-Agency  
Safeguarding Thresholds Guidance and  
may contact the Early Help Hub for advice.  
For Level 1 & 2 needs, talk to the parents,  
and provide support, including possible  
referral to other services.



For Level 3 & 4 needs, the DSL will contact  
parents (unless this would increase the  
risk). Seek consent to involve other  
agencies, as explained in the threshold of  
needs guidance.

The DSL may contact Children's Services  
for advice and clarification on level of need.



If we have consent, the DSL will refer to  
children's social care on 0207 364 3444 /  
5601 / 5606. If we do not have consent and  
we have a child protection concern, the DSL  
**must** still refer.



**If you do not hear, or you remain concerned, please speak to Sharon Taylor-Sezgin, the head teacher.**

**Monitor progress for the child.**

Unless it will increase the risk to the child make contact with the referrer, parent and any staff who need to know to let them know what is happening and what to do.

**All staff, volunteers & visitors have a duty to act to protect children**

If you still have a concern after following these procedures please speak to Sharon Taylor or follow our [Whistleblowing Policy](#).

#### 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.

**Appendix 1: MASH Interagency Referral Form**

**Appendix 2: MASH Poster**



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

If there is a concern about the welfare of a child or young person and you would like to talk it through, then you should contact the Tower Hamlets Children and Culture Directorate's Multi-Agency Safeguarding Hub (MASH).

The Duty Officer will be able to discuss the concern, assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of a formal child protection referral in accordance with Tower Hamlets Safeguarding Children Partnership (THSCP) Procedures and to offer advice.

When there is a specific concern of a child protection nature whereby it is thought that a child has been harmed or at risk of being harmed then the LBTH Inter-Agency Referral Form should be completed in the first instance. The MASH should then be contacted on 0207 364 3444 / 5601 / 5606 to discuss the matter and the completed Inter-Agency Referral Form then emailed/faxed through.

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

### Important Contact Information

Multi-Agency Safeguarding Hub (MASH) email	MASH@towerhamlets.gov.uk
<b>Note – information should only be emailed following prior discussion with the Duty Officer.</b>	
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)	020 7364 5006 – choose Option 3
Child Abuse Investigation Team (CAIT)	020- 8217 6484 (or use 999 if not available)

SEPTEMBER 2020



## Multi-Agency Safeguarding Hub (MASH)

# 0207 364 3444 / 5601 / 5606

Direct line: 9.00 am - 5.00 pm weekdays (not including public holidays)

Designated Safeguarding Lead

Date

SEPTEMBER 2020

## INTER-AGENCY REFERRAL FORM

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

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

### A. CHILD/ YOUNG PERSON

<b>Family Name</b>						<b>Forename/s</b>			
<b>DOB/EDD</b>		M		F		<b>*Ethnicity code</b>		Religion	
<b>Child's first language</b>						<b>Is an interpreter or signer required?</b>			

<b>Address</b>			
<b>Postcode</b>		<b>Tel.</b>	
<b>Current address if different from above</b>			
<b>Postcode</b>		<b>Tel.:</b>	

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

## **B. CHILD/YOUNG PERSON'S PRINCIPAL CARERS**

FULL NAME	DOB If known	Relationship to child	Ethnicity code	Parental responsibility



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

### **C. OTHER HOUSEHOLD MEMBERS**

<b>FULL NAME</b>	<b>DOB If known</b>	<b>Relationship to child/ young person</b>	<b>Ethnicity code</b>	<b>Tick if also referred</b>

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

<b>FULL NAME</b>	<b>Relationship to child/young person</b>	<b>Address</b>	<b>Tel No</b>

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

## **F. INFORMATION ON STATUTORY STATUS**

	<b>Y/ N</b>	<b>Please give details of name of child/young person, dates, category (if known)</b>
<b>Any child in family is/has been on the disability register?</b>		
<b>Any child in family is/has been on the child protection register (CPR)?</b>		

<b>Any child or other family member has been looked after by a local authority?</b>		
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## G. KEY AGENCIES INVOLVED

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

## H. INFORMATION SUPPORTING THIS REFERRAL

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

## REASON FOR REFERRAL/REQUEST FOR SERVICES

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

Scale how safe you think the child is:

*With 0 being I am certain the abuse will happen again if something is n't done immediately and 10 being the case needs action but I don't think the child is in immediate danger, what rating would you give?*

**Comments on Score: Please tell us how you reached this score.**

*What existing safety is there for the child(ren) – are there safe people around the child?*



***What are you most worried will happen to the child(ren) if the situation doesn't change?***

***What convinced you to take action now and contact us?***

***Have you done anything to address this problem (apart from making this referral)? For example has your agency used a CAF or a TAC to focus professional efforts on addressing the concerns? Has the Social Inclusion Panel been consulted for support?***

***What do you see as the cause of the problem?***

<p><b><i>What do you expect to happen as a result of this notification?</i></b></p>

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

<b>Name of worker completing this referral (please print)</b>	
<b>Agency</b>	
<b>Address</b>	
<b>Ward/Consultant</b>	
<b>Telephone number</b>	

<b>Signature</b>		<b>Date</b>	
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<b>Name of social worker taking referral</b>			
<b>Team</b>		<b>Date</b>	

**Social work context scale (for social worker to complete):**

*On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?*